

Brandeis University

Waltham, Massachusetts



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**1979-
1980**

**Graduate
School of
Arts and
Sciences**

105-367

Brandeis University Bulletin

AUGUST 31, 1979

Programs, requirements, fees and other information are set forth herein as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.

It is the policy of Brandeis University not to discriminate against any applicant on the basis of race, color, religion, sex, age, national origin, or the presence of any handicap. The University operates under an affirmative action plan and encourages minorities and women to apply. Inquiries concerning discrimination under Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 may be referred to the Assistant to the President for Affirmative Action, Irving Enclave, Room 118, Brandeis University and/or to the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, Washington D.C.

Brandeis University

**The
Graduate School
of Arts and
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1979-80**

Waltham, Massachusetts

VOL. XXX, No. 1, August, 1979

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“It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach . . .

“It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.

“It must ever be mindful that education is a precious treasure transmitted — a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust.”

— from the writings of
LOUIS DEMBITZ BRANDEIS (1856-1941)
on the goals of a university.



“Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.

“Brandeis University will be a school of the spirit — a school in which the temper and climate of the mind will take precedence over the acquisition of skills and the development of techniques.

“Brandeis will be a dwelling place of permanent values — those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.

“Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic or religious or economic.”

DR. ABRAM L. SACHAR, Brandeis' first president, at ceremonies
inaugurating the University, October 7, 1948

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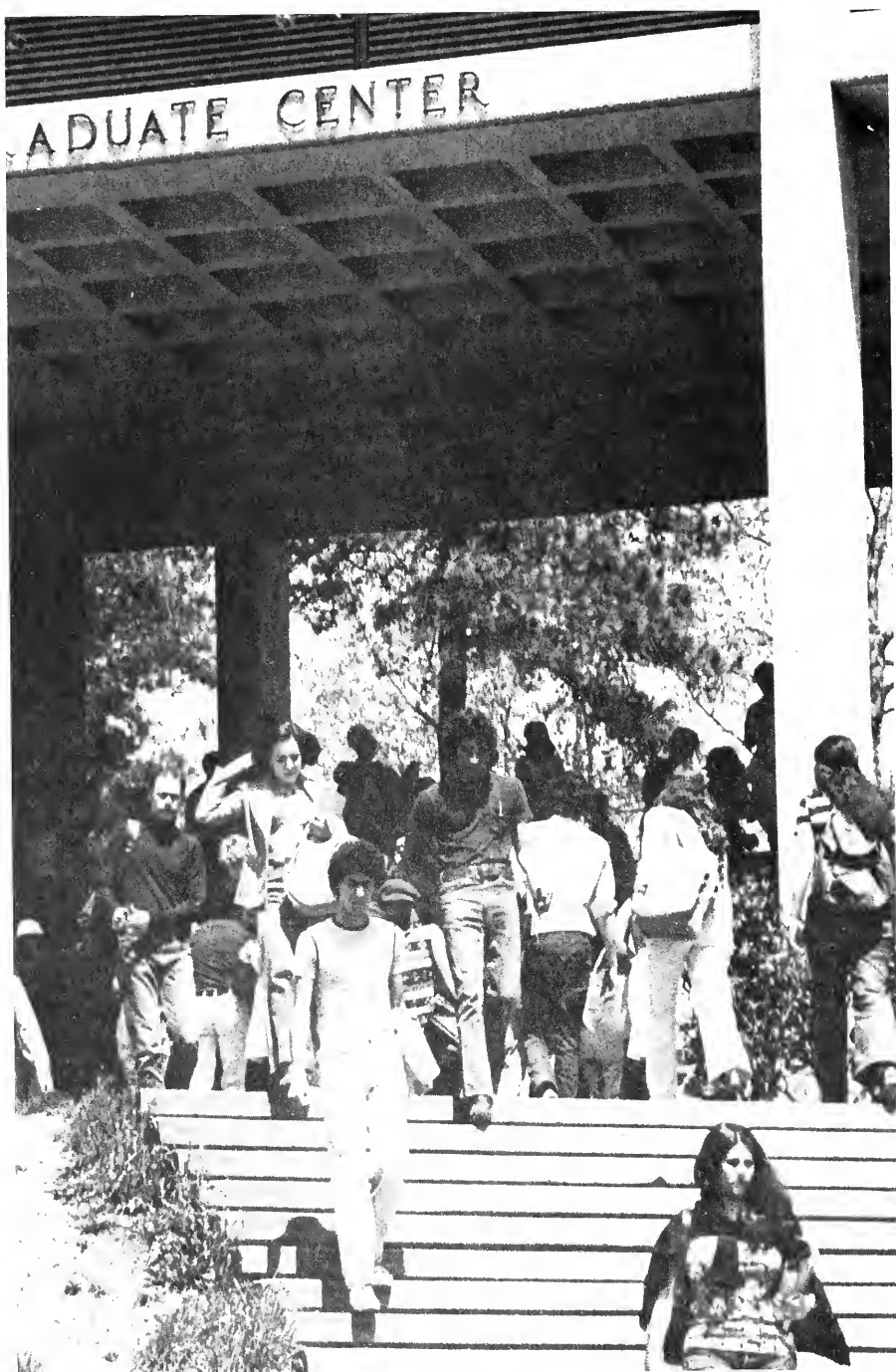
Academic Calendar 1979-1980

Fall Term

Wednesday	September 5	Returning students register. Fees are payable in full at this time. Students who register later will be fined \$10.
Thursday	September 6	New students register. Fees are payable in full at this time. Students who register later will be fined \$10.
Friday	September 7	Sectioning.
Monday	September 10	Opening day of instruction in courses.
Friday	September 21	Final day for filing Study Cards. No program changes for Fall Term may be made after this date.
Monday	October 1	No University Exercises.
Tuesday	November 20	Brandeis Thursday. Thursday class schedule is in effect.
Wednesday	November 21	Brandeis Friday. Friday class schedule is in effect.
Thursday	November 22 and	No University Exercises.
Friday	November 23	
Monday	December 3	Last day for February degree candidates to submit drafts of theses and dissertations to department chairmen, and to submit "Application for Degree" to Graduate School Office.
Wednesday	December 12	Last day of instruction.
Monday	December 17 through	Examination period. Winter Recess begins after last examination.
Friday	December 21	
Wednesday	January 2	Fall Term grades due and Incompletes from Spring Term 1979. Final day for faculty certification that February master's candidates have completed degree requirements, including language(s) and theses, and that Ph.D. candidates have defended dissertations.
Wednesday	January 9	Final day for deposit of Ph.D. dissertations at the Graduate School Office by February degree candidates. Final day for February degree candidates to discharge any financial indebtedness to the University.
Wednesday	January 23	Final day for admission to candidacy and for completion of language requirements for students expecting to earn the Ph.D. in May 1980.

Spring Term

Friday	January 25	Registration for students entering Spring Term.
Monday	January 28	Registration procedure for Spring Term begins, and opening day of instruction in courses.
Monday	February 11	Final day for filing Study Cards. No program changes for Spring Term may be made after this day.
Monday	March 3	Final day for filing "Application for Financial Aid" for 1980-81.
Friday	March 14	Last day for May degree candidates to submit drafts of theses and dissertations to department chairmen and to file "Application for Degree" with Graduate School Office.
Friday	March 28	Spring Recess begins after last class.
Tuesday	April 1	Final day for master's candidates to complete foreign language requirement(s) for May degree. Final day for completion of language requirements for students expecting to earn the Ph.D. in February 1981.
Thursday	April 10	Classes resume.
Monday	April 21	Final day for faculty certification that May Ph.D. candidates have defended dissertations. Final day for May degree candidates to discharge any financial indebtedness to the University.
Wednesday	May 7	Last day of instruction.
Monday	May 12	Final day for deposit of Ph.D. dissertations at the Graduate School Office by May degree candidates.
Monday	May 12 through	Final examinations.
Friday	May 16	
Monday	May 19	Grades due for all degree candidates no later than 10 a.m. Final day for faculty certification that master's candidates theses have been accepted.
Sunday	May 25	Commencement.
Tuesday	May 27	All Spring Term grades due and Incompletes from Fall Term 1979.



Breaking New Ground

Founded in 1948, amidst the post-World War II explosion of knowledge, Brandeis University literally began at the beginning—at the edge of an educational frontier—but is regarded today as one of the finest small, private research universities in the United States.

Named for the illustrious Supreme Court Justice Louis Dembitz Brandeis, whose far-reaching social vision advanced the welfare of his country, Brandeis is the only Jewish-sponsored, nonsectarian institution of higher learning in America. It is built on the faith in our basic heritage in the humanities, the sciences, the social sciences and the creative arts.

An unswerving commitment to excellence earned early recognition for the young university. Brandeis achieved accreditation in the shortest possible time (1953), and received Phi Beta Kappa recognition just 13 years after it was founded—the youngest institution so honored in over 100 years. The Ford Foundation, assessing the Brandeis record, buttressed its belief in the Brandeis potential during the 1960s with two major challenge grants for academic excellence—an accolade accorded to only five universities in the nation.

The giant multi-universities offer superb facilities and a faculty often too isolated by research from their students. Smaller institutions offer dedicated teachers who, for lack of time or facilities, have stopped doing research. The best of both models meet in only a handful of small schools in the United States. Brandeis is one of them.

Originally accredited in 1953 by the New England Association of Schools and Colleges, Brandeis was approved in 1977 for continuing membership in the Association for ten years, the maximum period available. Of the 2,000 accredited colleges and universities in the nation, about 100 are also known as “research centers.” Brandeis is among this select group. In a survey of professional school deans, the Florence Heller Graduate School for Advanced Studies in Social Welfare was recently ranked fourth in the country among schools of social work. Advanced Judaic studies at Brandeis were described as representing one of the best graduate programs in North America in a study at the Graduate Theological Union of Berkeley, Calif. that examined 75 American and Canadian programs. And the multi-million dollar Rosenstiel Basic Medical Sciences Research Center has attracted some of the top scientists in the world to probe into areas associated with the study of heart disease, immunology and cancer.

A Brandeis education encourages personal fulfillment, but only within the framework of social responsibility. Equipped by a liberal arts education, the individual sees reality as a whole with many intricately connected parts. That individual rejects the idea that there is only one truth, one perspective, one redeeming set of values. Study of the liberal arts is a time of inquiry, honest skepticism, and evolution of the intellect. Paradoxically, a liberal education—despite its lack of specialization—becomes sound preparation for a world that constantly makes old learning obsolete.

Brandeis, therefore, attaches prime importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies, as well as those whose educational objective is the baccalaureate degree.

For full information on the undergraduate curriculum, see the Bulletin of the College of Arts and Sciences.

The Graduate School of Arts and Sciences

History and Organization

The Graduate School of Arts and Sciences was formally established in 1953 when the University's Board of Trustees authorized graduate study in the Departments of Chemistry, Music, Psychology, and Near Eastern and Judaic Studies. The first Master of Arts degree was conferred in 1954; the first Master of Fine Arts degree, in 1954; and the first Doctor of Philosophy degree in 1957.

The general direction of the Graduate School is vested in a Graduate Council of the Faculty composed of the President and the Dean of Faculty, ex officio; the Dean of the Graduate School; and one representative, usually the chairman, of each of the several University departments and committees offering graduate instruction. The members of the Graduate Council are appointed by the President on the recommendation of the Dean of the Graduate School. The functions of the Graduate Council, exercised in consonance with University policy, are to determine requirements for admission; to provide programs of study and examinations; to establish and maintain requirements for graduate degrees; to approve candidacy for degrees; to make recommendations for degrees; to make recommendations for new areas of graduate study; to lay down such regulations as may be considered necessary or expedient for governing the Graduate School; and to exercise a general supervision over its affairs. The Dean of the Graduate School is the chairman of the Graduate Council and the chief executive officer of the Graduate School.

Objectives

The underlying ideal of the Graduate School is to assemble a community of scholars, scientists, and artists, in whose company the student-scholar can pursue study and research as an apprentice. This objective is to be attained by individualizing programs of study, restricting the number of students accepted, maintaining continual contact between students and faculty, and fostering the intellectual potential of each student.

Degrees will be granted on the evidence of intellectual growth and development, rather than solely on the basis of formal course credits. Fulfillment of the minimum requirements cannot, therefore, be regarded as the sole requisite for degrees.

The Graduate School of Arts and Sciences is designed to educate broadly as it trains professionally. It offers courses of study leading to the master's and doctoral degrees.

Areas of Graduate Study

During the academic year 1979-80, graduate programs will be offered in the following areas:

- | | |
|--------------------------------------|---------------------------------------|
| 1. Anthropology | 12. Joint Program of Literary Studies |
| 2. Biochemistry | 13. Mathematics |
| 3. Biology | 14. Music |
| 4. Photobiology | 15. Near Eastern and Judaic Studies |
| 5. Biophysics | 16. Philosophy and History of Ideas |
| 6. Chemistry | 17. Physics |
| 7. Classical and Oriental Studies | 18. Politics |
| 8. Comparative History | 19. Psychology |
| 9. English and American Literature | 20. Sociology |
| 10. History of American Civilization | 21. Theater Arts |
| 11. Jewish Communal Service | |

Rosenstiel Basic Medical Sciences Research Center

The Dorothy H. and Lewis S. Rosenstiel Basic Medical Sciences Research Center was made possible in 1968 through the gift of the late Lewis S. Rosenstiel, a Brandeis Fellow, as a memorial to his wife, Dorothy. The Center has established research programs in the basic medical sciences embracing work in biochemistry, biology, chemistry, microbiology, physics, biophysics and immunology. Staff members are jointly appointed to the Brandeis faculty basic science departments. The Center invites participation of distinguished scholars and medical scientists, offers hospitality to younger researchers at the undergraduate and fellowship level, sponsors symposia and colloquia and underwrites scholarly publications.

The Basic Medical Sciences Research Center contains sophisticated scientific equipment and facilities. Through cooperative programming, both with departments at Brandeis and in the Boston area, the Center has broadened the scope of basic medical science research offerings at Brandeis. Grants from such agencies as the National Science Foundation, National Institutes of Health, and American Cancer Society, among others, support research programs in the Rosenstiel Center.

The Rosenstiel Center sponsors the annual presentation of the Lewis S. Rosenstiel Award, given to recognize distinguished work in basic medical research. Created in 1971 to also honor Mr. Rosenstiel, the award consists of a handsome bronze medallion and a stipend of \$5,000.

The Florence Heller Graduate School for Advanced Studies in Social Welfare

Established in 1959, the Heller Graduate School has from its inception emphasized the value of studying social policy issues using a multidisciplinary approach. As such, it draws its faculty from the fields of sociology, economics, political science, and social welfare. The two graduate educational programs of the Heller School are designed to prepare students in the areas of planning, research and management in the field of human services. The School was made possible by an initial endowment from the late Mrs. Florence G. Heller of Chicago and is housed in the Florence Heller Building complex, which includes The Benjamin Brown Research Building. These buildings contain classrooms, offices and research facilities.

The program leading to the Ph.D. degree offers courses in research methodology, planning, policy analysis, and the applications of sociology, economics and political analysis to social issues. Training programs are conducted in the areas of Aging, Alcoholism, the Family, Health Policy, Income Maintenance, Manpower Development, Mental Health, and Mental Retardation and Developmental Disabilities.

Although not required, most students enter the Ph.D. program with an advanced degree or extensive work experience. We do, however, encourage the exceptional college graduate to apply.

It is usually necessary for a student to spend at least two years in residence. For those entering without prior graduate training an additional year is often required. Proven reading comprehension in a foreign language as well as a substantive paper and oral exam, and a dissertation must be completed to qualify for the Ph.D. degree.

The Heller School has recently instituted a master's degree program in Human Services Management. This program offers a curriculum combining courses in the techniques of human services management, social policy development and specific human service problem areas. The program is designed primarily for students with at least two years of post-college work experience, preferably in some aspect of the human services field. To accommodate the needs of such a student body, the program is designed to be completed in one full calendar year including an extensive program throughout the summer.

The School conducts an active program of policy-oriented research related to a broad range of social welfare issues. Current research endeavors include long-term care studies carried out by the Heller School's Levinson Policy Institute in conjunction with a newly formed Health Policy Analysis and Research Center (a consortium of the Heller School, MIT and Boston University), evaluation of the Massachusetts Workfare Program, a project assessing the ability of community service systems to plan and coordinate for deinstitutionalization of the mentally retarded, assessment of the socioeconomic factors leading to high rates of adolescent pregnancy, and a project analyzing the barriers to the implementation of occupational alcoholism programs. Research projects are often interdisciplinary in character and involve collaborative activity between faculty and advanced students.

Further information is available in the Bulletin of the Heller School. Applications may be obtained from the Heller School Office, (617) 647-2944.

Graduate School Office

The Graduate School office is located in the Rabb Graduate Center. The office is open Monday through Friday from 9 A.M. to 5 P.M. All requests for information, catalogs and application forms should be addressed to the Dean of the Graduate School of Arts and Sciences, Brandeis University, Waltham, Massachusetts 02254.

Dining Facilities

Graduate students may sign meal contracts for varying numbers of meals or buy cash meal books. Arrangements for these contracts are made at the Food Director's Office in Kutz Dining Hall. A kosher kitchen is also maintained. Individual meals and light snacks may be purchased at Usdan Student Center.

Housing

Brandeis University has a limited number of apartment units available for single and married graduate students. All apartments are within easy walking distance of the campus. These include efficiency, one and two bedroom *unfurnished* apartments as well as efficiency and one bedroom *furnished* apartments. Single students may rent a space in an apartment and request that the Graduate Housing Office assign a roommate. The one bedroom apartments are particularly designed to allow use as two separate bedrooms with a common kitchen and bathroom. Early application for housing is encouraged.

Information, rental rates, and copies of the housing contract may be obtained by writing to the Graduate Housing Office, 150 Charles River Road, Coffman Building, Waltham, Massachusetts 02254.

In addition the Graduate Housing Office maintains Off-Campus Housing Services (OCHS). OCHS has extensive listings of available housing in the area, a list of realtors who may be helpful in a search for housing, and descriptions and information about nearby neighborhoods and towns. OCHS does not serve as a real estate agent, but rather as a resource to help in locating housing.

Office of International Programs

This office serves as the counseling center for students who come here from other countries. It advises students of special social and educational activities and provides assistance in fulfilling the legal procedures required by the U.S. Immigration Service to obtain working permits and documents necessary for extended periods of study, and in other technical matters which may arise. (See page 16).

In addition, the office provides the Brandeis community with information on academic opportunities abroad such as Fulbright grants for graduate students and faculty, the Watson Fellowships and Rhodes Scholarships for seniors being graduated, the Abram L. Sachar International Fellowship Program (see page 35). and the Jacob Hiatt Institute for study in Israel. American students wishing to study abroad on university-accredited programs should consult this office.

Health Services

Because health and medical care are an integral part of the University experience the University Health Services provides a program of comprehensive medical and emotional care. A mandatory Health Participation Fee entitles students to medical services available at the Golding Medical Outpatient Facility and counseling services at Mailman House without additional charge during the academic year. The annual health fee does not pay for off-campus medical consultations, dental care, medications, laboratory tests, drugs, x-rays, reusable supplies or admission to the University's hospital, Stoneman Infirmary, and students are responsible for these charges.

In addition, each student is required to have personal health insurance. The student may elect to participate in Brandeis University's Student Health Insurance Plan underwritten by the Foundation Life Insurance Company of America or may substitute membership in another plan.

Except for limited day care facilities, the Health Services and the use of the Stone-man Infirmary are available to students only during the period in which the University is in regular academic session.

Prospective students planning to matriculate in the college and graduate schools must submit a Health Examination Report completed by the family or personal physician prior to registration. In addition to information about previous health and details of the physical examination, evidence of immunization against tetanus, polio, measles, mumps and rubella are required. Since students may not register until the requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by July 1.

The Student Health Insurance Plan is designed to defray expenses of those care situations which are beyond the scope of the Health Services; for example, laboratory and x-ray examinations, as well as hospitalization for illnesses or accidents of a more serious nature. The Plan extends for a full calendar year commencing with the first day of the academic year.

A detailed brochure of the services offered by the University Health Services as well as an outline of the details of the Plan is mailed to students. Students and parents are urged to read this brochure carefully and keep it for reference.

Whereas situations not covered within the Health Services or by the Insurance Plan are infrequent, an awareness of these possibilities will lessen misunderstanding and disappointment. In such instances, students and their parents are responsible for expenses which are not covered by the University's health program or its associated insurance policy. Similarly, students and their parents are responsible for expenses which are not covered by alternative insurance programs substituted for the Brandeis University Student Health Insurance Plan.

Psychological Counseling Center

The Psychological Counseling Center, a part of the University Health Services, is located in Mailman House. At the Center, a professionally trained staff provides a range of counseling and psychological services designed to enhance personal development for students and to assist those who are experiencing personal or emotional problems. Individual counseling and brief psychotherapy are available both to undergraduate and graduate students; group therapy is also available on a limited basis. Students can make an appointment to see a counselor by applying directly to the Counseling Center office on the second floor of Mailman House.

Admission

As a rule only well-qualified men and women who have completed the normal four-year program leading to the bachelor's degree will be considered for admission to the Graduate School. Graduates of foreign schools and others who have completed the equivalent of a bachelor's degree program may apply, describing the educational program they have completed.

Testing

Applicants for admission to the graduate programs in biochemistry, biophysics, politics, and psychology are required to take the Graduate Record Examination, including the aptitude test portion and preferably one advanced test in a field related to the proposed area of graduate study. Applicants for admission to the graduate program in psychology must also take the Miller Analogies Test. Applicants to the Jewish Communal Service program must submit the results of either the Graduate Record Examination or the Miller Analogies Test. All other applicants are urged to take the Graduate Record Examination. In order for the results of the Graduate Record Examination to be considered, the applicant should take the examination no later than January preceding the academic year for which application is made. Information concerning the Graduate Record Examination is available from the Educational Testing Service, Princeton, N.J. 08541, or Box 1025, Berkeley, Calif. 94704.

Foreign students, regardless of field of graduate study, are required to take the Test of English as a Foreign Language (TOEFL) unless English is their first language. Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, N.J. 08541, U.S.A. The test is administered at various established centers abroad.



Application

Specific requirements for each graduate program are to be found under the appropriate headings in this catalog. Each applicant should consult these requirements before filing an application. A student may apply to only one graduate department or program. Applicants to the Graduate School should write to the Dean of the Graduate School of Arts and Sciences, stating which program of study he or she wishes to enter. A catalog and appropriate forms will be forwarded to the applicant. The "Application for Admission" should be completed and returned in duplicate as soon as possible. Applicants requesting financial aid must file a GAPSAS form. Closing dates for receipt of applications by the several graduate departments are included with the application materials.

Applications for admission for the Spring Term must be filed by December 1. Students are not usually admitted at midyear, and those who do gain admission are not normally eligible for financial aid.

All applicants must arrange to forward, in duplicate, official transcripts of all undergraduate and graduate work. In addition, they must have forwarded, on forms provided by the Graduate School, two letters of recommendation, preferably from professors with whom they have studied in their proposed area of study. Applicants who have engaged in graduate study elsewhere should request at least one of the recommendations from a professor with whom they have done graduate work.

Many departments also require the submission of samples of work as well as the materials described above. Applicants should consult departmental requirements in a later section of this catalog for enumeration of additional materials to be submitted.

All applications must be accompanied by an application fee of \$25, payable by check or money order to Brandeis University. No application will be processed until this fee is paid.

Admission Procedure

All applicants are considered on a competitive basis. The number of students admitted each year in each department is limited so that the Graduate School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. Meeting the minimum standards of admission merely qualifies the applicant for a place in the group from which final selections will be made. Selections are based on the applicant's ability to do graduate work of high quality, as shown by: the distinction of his or her previous record, particularly in the proposed area of study; the letters of recommendation submitted in support of the application; and his or her presumed adaptability to the particular graduate programs offered by Brandeis University. In addition, knowledge of foreign languages, relevant practical experience in the field, samples of work, the results of the Graduate Record Examination, and indications of character are considered.

Each application for admission with all supporting records is first examined by the appropriate department or committee. The department or committee recommends to the Dean of the Graduate School which applicants should be selected for admission and for financial aid. The Dean reviews all applications in the light of departmental recommendations, and informs each applicant of the results in April.

Acceptance

A student who has been accepted for admission to the Graduate School will be notified by a letter specifying the date by which he or she must accept the offer of admission and awards, if any. If a student selected for admission indicates that he or she does not intend to accept the offer or fails to reply by the date specified, the admission offer becomes void and another applicant may be accepted.

Brandeis University subscribes to the "Resolution Regarding Scholars, Fellows, Trainees and Graduate Assistants" of the Council of Graduate Schools in the United States. The resolution states:

"Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer."

Students who are accepted must provide the Graduate School Office with an official final transcript of their undergraduate record and of any graduate work in process at the time of acceptance. In addition, students who are accepted *are required to complete and return a medical questionnaire and a health insurance form*, which will be sent with notification of acceptance. All acceptances are conditioned on subsequent approval by the University Health Office. All persons admitted to the Graduate School must give evidence of their physical and psychological capacity to carry on their studies.

If, after having been admitted, a student cannot attend, he or she should notify the Dean of the Graduate School as soon as possible. If such students are to be admitted for a subsequent academic year, they must request reactivation of their applications at the appropriate time, and bring them up to date.

Applicants who have been denied admission may reapply in a later year, particularly if they have had further training which would strengthen their applications or if they can submit additional letters of recommendation.

Admission to the Graduate School does not imply that the successful applicant has been accepted as a candidate for a graduate degree. Superior performance at Brandeis University is essential. Admission to candidacy for the M.A. or M.F.A. is granted by the graduate department or committee administering the program of study. Admission to candidacy for the Ph.D. is granted by the Graduate Council on the recommendation of the department or committee administering the program of study.

Readmission

Admission is valid only for one academic year. A student's record is reviewed annually, and he or she may be denied readmission. Students completing the requirements for the M.A. or M.F.A., and students who already hold a master's degree but who have not yet been admitted to candidacy for the doctorate, must make formal application for readmission by the first business day in March. The readmission application must be filed with the Graduate School Office.

Foreign Students

Graduates of foreign colleges and universities who have the equivalent of an American bachelor's degree, and foreign students who have been graduated from American universities may compete for admission and financial assistance at Brandeis, which is authorized under Federal law to enroll nonimmigrant alien students.

In order to ascertain the eligibility of the candidate, Brandeis University requires that each applicant file a *Preliminary Request for Application* form obtained by writing to either the Graduate School of Arts and Sciences or the Office of International Programs any time before September 1 of the year preceding the anticipated admission date. This information will be evaluated and the application form itself will be sent to those who qualify.

Final applications must be completed and returned by February of the year in which the student seeks fall admission. Successful applicants will be notified as soon as possible.

Entrance Examinations. All applicants whose major language is not English must take the Test of English as a Foreign Language (TOEFL); thorough competence in English is required for study at Brandeis. All applicants are urged to take the Graduate Record Examination (GRE). They should consult this catalog for the departments which may *require* this examination. For information concerning the administration of both these examinations, applicants should write to the Educational Testing Service, Princeton, N.J. 08541.

Financial Aid. Financial aid in the form of scholarships, fellowships, teaching assistantships and research assistantships is available to only a few of the most outstanding students. In any case, the total assistance offered usually covers only a small proportion of the student's total annual expense. Hence the student, when applying for admission, should indicate a means of financial support. At least \$3,500 in United States currency is necessary to cover living costs for the nine months academic year, exclusive of expenses for tuition, travel and summer or vacation periods.

Employment. The regulations of the United States Immigration and Naturalization Service limit strictly the amount of paid work that a student from abroad may do. During the summer vacation, the Immigration Service may permit the student to obtain off-campus employment. Such permission cannot be guaranteed, however. Students must petition on special United States government forms, through the Office of International Programs, for permission to accept such employment.

Requirements for the Degree

The following general requirements apply to the awarding of graduate degrees in all areas of study. For specific program requirements students should consult the appropriate section of this catalog.

Master of Arts

In order to qualify for a master's degree, the student must complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of eight half-courses of approved study. Departments may, at their option, require more than eight half-courses of graduate study. All departments offering master's programs require that the candidate demonstrate a reading knowledge of at least one foreign language and pass satisfactorily a general or qualifying examination which, at the department's discretion, may be in one or more parts and may be written, oral, or both. Where a thesis is required for the master's degree, two copies must be submitted to the department chairman in final form no later than the first Friday in January for a February degree or April 15 for a May degree.

The master's degree must be earned within four years from the inception of graduate study at Brandeis University.

Master of Fine Arts

In order to qualify for the degree of Master of Fine Arts in Music, the candidate must complete with distinction twelve half-courses at the graduate level, and must meet the specific requirements for the degree as set forth under the Music Department, *Requirements for the M.F.A. Degree*, in a later section of this catalog. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than the first Friday in January for a February degree or April 15 for a May degree.

In order to qualify for the degree of Master of Fine Arts in Theater Arts, the candidate must complete the equivalent of sixteen half-courses at the graduate level and must meet the specific requirements for the degree outlined under Theater Arts, *Requirements for the M.F.A. Degree*, in a later section of this catalog. Students enrolled for specialization in dramatic writing must submit two copies of a play in final form in lieu of a thesis.

The Master of Fine Arts degree must be earned within five years from the inception of graduate study at Brandeis University.

Doctor of Philosophy

In order to qualify for the degree of Doctor of Philosophy, a student must ordinarily complete a minimum of three years of graduate study, including two full years of residence and a third year devoted to the preparation of a doctoral dissertation. Under certain conditions credit for advanced standing will be granted for work taken in residence in graduate schools of other universities. Each department or committee reserves the right to require prospective candidates for the degree to perform work in excess of its minimum standards to assure thorough mastery of the area.

Prospective candidates must demonstrate proficiency in at least one foreign language. In all areas of study the student must satisfactorily pass a general or qualifying examination which, at the department's discretion, may be in one or more parts and may be written, oral, or both. In addition, all prospective candidates must write a doctoral dissertation and defend it in a final oral examination.

To be eligible for the Ph.D. degree in any given year, the student must have (1) been admitted to candidacy for the doctorate, (2) completed all residence requirements, and (3) passed all language and qualifying examinations, by the close of the semester preceding the semester in which the degree will be conferred.

Students entering Brandeis University with no previous graduate work must earn the doctorate within eight years from the inception of study. Students who are granted credit for a year of graduate work completed elsewhere must earn the degree within seven years from the inception of their study at Brandeis.

Language Requirements

A reading knowledge of at least one foreign language is required of all students engaged in programs of study leading to the M.A., the M.F.A. and the Ph.D. degrees. Several programs have additional language requirements. Each department or program determines which languages are acceptable as satisfying the foreign language requirements. For specific requirements of each program, consult the appropriate section of this catalog.

Students are expected to satisfy the language requirements as soon as possible. The completion of the language requirements at another university does not exempt the candidate from the Brandeis requirements.

A student who has not passed an examination in at least one foreign language by the end of the first year of study will not be eligible for financial aid from the University for the second year.

Many departments require that language examinations be passed at an earlier time than specified in these provisions. Special requirements will be found in the departmental statements included in this catalog.

Admission to Candidacy

A student who (a) has demonstrated a knowledge and mastery of the subject matter of the field at a level satisfactory to the department or committee; (b) has passed all departmental qualifying examinations; (c) has indicated a capacity for independent research of high quality; and (d) has satisfactorily completed all specific department or committee requirements for admission to candidacy may, at the recommendation of the department or committee, be admitted under the rules of the Graduate Council to candidacy for the degree of Doctor of Philosophy. In order to be eligible for the degree, the student must be admitted to candidacy at least one semester before it is awarded.

Application for Graduate Degrees

Candidates for the M.A., M.F.A., and Ph.D. degrees must file with the Graduate School Office an application for the degree no later than December 1 for a February

degree and no later than March 1 for a May degree of the academic year in which the degree is to be conferred. Upon the written recommendation by a candidate's department or committee that the application be approved, the record will be reviewed by the Graduate Council which recommends the student to the University's Board of Trustees for the degree. In case of failure or withdrawal from candidacy in any year, the student must reapply by filing a new application in a later year.

Dissertation and Final Oral Examination

When a student is ready to embark upon the preparation of a doctoral dissertation, a Dissertation Reading Committee of no less than three faculty members, at least one of whom is a tenured member of the faculty, will be appointed by the chairman of the student's department. The student's principal adviser will serve as the chairman of this committee. The Dissertation Reading Committee will guide the research for and preparation of the dissertation. When this committee certifies its approval of the dissertation to both the Dean of the Graduate School and the chairman of the student's department, the latter, with the approval of the Dean of the Graduate School, will appoint a Dissertation Examining Committee to preside over the student's Final Oral Examination and will notify the candidate of the time and place of the Final Oral Examination at least three weeks prior to the scheduled date of the examination. Two copies of the dissertation, as well as an abstract of no more than 600 words, should be submitted to the Dissertation Reading Committee for approval. Style and format of dissertations are determined by the respective departments.

The dissertation, when approved by the readers, must then be deposited in the department office where it will be available for inspection by all interested members of the faculty for at least two weeks prior to the Final Oral Examination.

The Dean of the Graduate School will publish in the *Brandeis University Calendar* the time and place of a candidate's Final Oral Examination and the title of the doctoral dissertation. The Final Oral Examination will be open to any member of the faculty engaged in graduate instruction and to invited faculty members from other institutions.

The Dissertation Examining Committee, recommended by the department chairman and approved by the Dean of the Graduate School, must be composed of a minimum of three faculty examiners, at least one of whom shall be a tenured member of the faculty and one of whom shall be from a graduate department outside the student's own, though preferably from a related area.

The examination may be restricted to a defense of the dissertation, or may cover the whole field of the dissertation. The candidate will be notified by his or her department or committee of responsibility for coverage prior to the examination.

A report, signed by the Dissertation Examining Committee, certifying the candidate's successful performance on the Final Oral Examination, will be submitted to the Dean of the Graduate School.

Deposit and Publication of Dissertation

No later than the dates specified in the current academic calendar for February and May degrees, the candidate must deposit two copies of the finished dissertation, including the original typescript, in a state suitable for microfilm and Xerox publication. Both copies of the dissertation must have the signed approval of the dissertation supervisor and readers. One copy will be retained by the library, the other will be returned to the student, both bound. The candidate must also submit two copies of an

abstract of the dissertation, not exceeding 600 words, which has been approved by the dissertation supervisor.

A detailed statement of the Graduate School publication regulations is available from the Graduate School Office. See also the statement in this catalog, under *Fees*, on the Final Doctoral Fee.

Academic Regulations

Registration

Every resident student must register in person at the beginning of each semester, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. Students who have completed their residence requirements and who wish to utilize any academic service or facility of the University must also register.

There is a charge of \$10 if registration is not completed at the time specified in the academic calendar.

Registration consists of payment of all fees for the semester and filing a Registration Card and other duly completed required forms. Program Cards are filed at a later date.

Program of Study

Before filing a Program Card, the student should plan a program of study in consultation with the chairman of the department. All courses for which the student registers for credit must be listed on the Program Card.

Audited courses must also be listed, noted as “audit,” and the Program Card must be signed by instructors of such courses.

Graduate students may not normally register for an undergraduate course (numbered below 100) for degree or residence credit unless they secure the signed approval of both the instructor of that course and their department chairman. The student must then petition the Dean of the Graduate School for the desired credit, and must receive approval before or at the time of registration. Credit will not be given for undergraduate courses taken to make up deficiencies in the student's preparation for a graduate program of studies, nor will credit ordinarily be given for language courses that are not part of the student's program of studies. Under no circumstances may a student receive credit toward completion of degree or residence requirements for courses undertaken to aid in the completion of language requirements. Scholarship students may not apply their scholarships toward the remission of tuition for undergraduate courses taken to remedy deficiencies. The completed Program Card must be signed by the department chairman before submission at registration, and the department chairman will certify whether the program of study is full-time or part-time and, if part-time, whether one-quarter, one-half, or three-quarters time. Full-year courses must be re-entered on the Program Card at spring registration, and ordinarily they may not be dropped at midyear. Students wishing to drop a full-year course at midyear must petition the Dean of the Graduate School for permission, after receiving the written approval of the instructor of the course and of the chairman of their department. Students may not register at midyear for a full-year course without the written approval of the instructor of the course and their department chairman.

Program Cards are filed approximately two weeks after the opening days of instruction (see Academic Calendar for specific date) and are considered to be final.

Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled graduate students except special students. Special students may audit courses by paying for them at the same rate as those taken for credit. No course may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

Change of Program

Only under unusual circumstances are students allowed to drop courses after filing their Study Cards. To do so, a Course Change Card is obtained from and returned to the Graduate School Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period. Each course dropped is subject to a \$10 fee.

Registration in Terms of Time

Advanced students — those who have completed one full year of residence, either by graduate work at Brandeis or by receiving credit for graduate work done elsewhere — may register in terms of time, subject to the signed approval of their department chairman. Their Program Cards must indicate that they are registering full-time or a specific fraction thereof (one-quarter, one-half, or three-quarters).

Registration in terms of time is a device that helps to individualize programs of study and permits increased freedom for independent research for advanced graduate students. Registration in terms of time frees students to pursue a program of study that partially accepts or bypasses altogether the system of formal courses, although students registering in terms of time will usually register for an advanced research or dissertation course. Their time will be spent in such research and reading as will be most beneficial to their development as scholars.

Absence from Examinations

Students who are absent from a midyear or final examination without an accepted excuse will receive a failing grade for that examination. No students may be excused from such examination unless for emergency or medical reasons, nor may they be excused if they were able to notify the instructor in advance and failed to do so. Cases involving absence are referred to the chairman of the department who will decide whether a make-up examination shall be allowed, and will notify the Dean of the Graduate School. The examination must be taken within six weeks of the opening of the next semester.

Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses in which grading is possible. Courses graded “Non-credit” are those which carry no credit but which are required of the student. In thesis or research courses, if a letter grade cannot be given at the end of each semester or academic year, “Credit” or “No Credit” may be used.

“No Credit” and any letter grade below B-minus are unsatisfactory grades in the Graduate School. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit.

At the end of each academic year the Registrar of the Graduate School will issue to each student a report of grades and of degree requirements satisfactorily completed.

Incompletes

A student who has not completed the research or written work for any course may receive a grade of “Inc.” (incomplete) or a grade of failure at the discretion of the instructor in the course. A student who receives a grade of “Inc.” must satisfactorily complete the work of the course in which the “Inc.” was given in order to receive credit for the course and a letter grade. An “Inc.,” unless given by reason of the student’s failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an “Inc.,” resolution of that grade to a letter grade must occur within six weeks of the beginning of the next semester. If a student requires additional time to settle an incomplete grade, he or she may petition the Dean of the Graduate School for an extension of time, provided the petition is signed by the instructor of the course and by the department chairman. Such a petition must be filed prior to the expiration of the deadline for making up an incomplete.

Credit for Work Done Elsewhere

Graduate level courses taken prior to matriculation at Brandeis University may not be counted toward fulfillment of the residence requirement for the Master of Arts degree, although a department may accept work taken elsewhere in partial fulfillment of specific course requirements for the degree. In that case, additional courses are designated to replace courses from which the student has been exempted.

A maximum of one term of residence credit for graduate level courses taken prior to matriculation may be counted toward fulfillment of the residence requirements for the Master of Fine Arts degree.

Students admitted to Ph.D. programs may file an application to have graduate level courses taken prior to matriculation counted toward fulfillment of residence requirements at this institution. A maximum of one year of residence credit may be granted.

Applicants for transfer credit will not necessarily be granted the credit requested. Each department reserves the right to require of any student work in excess of its minimum standards to assure thorough mastery of the area of study. In all cases, courses being transferred must carry a grade of “B” or better and must have been earned at an appropriately accredited institution.

After completing one term of residence at a full-time rate, or the equivalent at a part-time rate, students eligible to apply for transfer credit may do so. Forms are obtained at the Graduate School Office and are submitted to the student’s department for its approval. The form is then forwarded to the Dean of the Graduate School for final approval. The Dean will advise the applicant of any action taken.

Credit for work at another institution taken concurrently with studies in the Graduate School must be approved for potential transfer credit by both the student’s depart-

ment and the Dean of the Graduate School prior to registration for such courses. Such approval is granted only in unusual circumstances. Students who formally cross-register with Boston College, Boston University and/or Tufts University through the Consortium do not need prior approval.

Residence Requirements

Residence requirements for all graduate degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students and teaching assistants pursuing part-time programs of study for credit complete their residence requirement when their fractional programs (one-quarter, one-half, three-quarters) total the amount required of a full-time student.

Master of Arts

The minimum residence requirement for all students is one academic year on a full-time graduate credit program at the full tuition rate, or the equivalent thereof in part-time study. Transfer credit may not be applied to residence requirements for the Master of Arts degree.

Master of Fine Arts

The minimum residence requirement for all students in Music is three semesters at a full-time rate, at the full tuition rate for each semester, or the equivalent thereof in part-time study. Residence may be reduced by a maximum of one term with approved transfer credit.

The minimum residence requirement for all students in Theater Arts is four semesters at a full-time rate, at the full tuition rate for each semester, or the equivalent thereof in part-time study. Residence may be reduced by a maximum of one term with approved transfer credit.

Doctor of Philosophy

The minimum residence requirement for all students is two academic years on a full-time graduate credit program for each year, at the full tuition rate for each year, or the equivalent thereof in part-time study. A maximum of one year's approved transfer credit may be granted toward residence for the Ph.D. degree.

Full-Time Resident Students

A full-time student is one who devotes the entire time, during the course of the academic year, to a program of graduate work at Brandeis University, to the exclusion of any occupation or employment. In exceptional cases, however, a student may accept outside employment with the approval of the department chairman.

A full-time program may include a combination of teaching and research assistance, work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations, or supervised reading and research, or the writing of M.A. theses and Ph.D. dissertations, as well as regular course work.

A full-time resident student may take as many courses for credit in any semester as are approved by the department chairman, but no student may receive credit for, or be

charged for, more than a full-time program in any semester. Thus the minimum residence requirement for any degree may not be satisfied by an accelerated program of study or by payment of more than the full-time tuition rate in any single academic year.

Ph.D. candidates and students for whom the M.A. and M.F.A. degrees are terminal degrees may continue as full-time students on completion of their residence requirements by registering at the post-residence fee rate (see p.26).

Part-Time Resident Students

A part-time student is one who devotes less than the entire time to a program of graduate work at Brandeis University. Students may register for a credit program of one-quarter, one-half, or three-quarters time. A part-time student may engage in outside employment with the permission of the department chairman.

Students wishing to pursue part-time resident study leading to a graduate degree must explain in writing, at the time they seek admission, why full-time study is not possible. Students receiving financial aid from the University, who wish to change their status from full-time to part-time residency, must file with the Graduate School Office an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed residence requirements and who registers in order to utilize academic services or University facilities while completing degree requirements is a post-resident student.

Special Students

Properly qualified persons who wish to audit or to take courses without working for a degree will be admitted. Special students are not eligible for University loans, scholarships, fellowships, teaching or research assistantships, nor will they be considered for resident counsellorships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as special students. Credit for such course work may be granted in exceptional cases.

Leave of Absence

Students who have not completed their residence requirements may petition for leave of absence. The petition must have the approval of both the chairman of the department and the Dean of the Graduate School. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons or need to do work off campus in connection with their graduate studies. Time spent on authorized leaves of absence will not be deducted from the maximum time permitted to complete degree requirements.

If for any reason a student must extend a leave of absence, he or she must request such extension in writing before the leave of absence expires. Failure to do so will result in being automatically dropped from the Graduate School roster.

Continuation

Graduate students who have completed residence requirements and who are not registered during the period in which they are completing degree requirements are considered Continuation Students. A student in this category is not eligible for a leave of absence, except for reason of ill health. (See Fees, p. 27.)

Withdrawal

A student who wishes to withdraw from the Graduate School at any time before the end of the academic year must give immediate written notice to the department chairman and to the Dean of the Graduate School. Failure to comply may subject the student to dishonorable discharge, refusal of readmission, cancellation of the privilege of securing an official transcript and, in the case of a student withdrawing within 30 days of the beginning of classes, loss of eligibility for partial refund of tuition. Such a student must pay tuition for the full semester. Permission to withdraw will not be granted if the student has not discharged all financial indebtedness to the University or has not made arrangements for subsequent payment to the satisfaction of the controller's office.

Discipline

The disciplinary authority of the University is vested in the President of the University and, subject to his reserved powers, in the Dean of the Graduate School of Arts and Sciences and in the principal administrative officers, including the chairmen of the several graduate programs, in all cases involving graduate students.

Original jurisdiction in any case involving infraction of any rule or regulation or standard of conduct by a graduate student shall lie within the administrative officer of the University who is immediately concerned. Serious cases will be referred for hearing to the Disciplinary Committee of the Faculty Council of the Graduate School of Arts and Sciences, chaired by the Dean of the Graduate School. The chairman of the student's department shall be invited to attend any meeting at which such a case is discussed.

The Graduate Student Council has been invited to elect annually one graduate student from the School of Social Sciences, one student from the School of Science, and one student from the Schools of Creative Arts and Humanities, together to comprise a panel of three, who may form the Graduate School's Committee on Discipline to consider disciplinary cases involving non-academic offenses when the student who is being considered for discipline so requests.

Exclusion, Dismissal or Expulsion

The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

The University also reserves the right to revoke, cancel or reduce at any time any financial or honorific award made to any graduate student, for character, conduct, academic standing or financial indebtedness regarded by the University as undesirable; neither the University nor any of its trustees or officers shall be under any liability whatsoever for cancelling, revoking or reducing any award.

Fees and Expenses

Payment of tuition and other fees due on the day of registration is a part of the registration procedure. A student who is not prepared to pay such fees on the day of registration will be refused the privilege of registration.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

Application Fee: \$25. Payable by all applicants for admission at the time the application for admission is submitted. It is not refundable. Checks and money orders should be made payable to Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition Fee: The fees for tuition in the Graduate School for 1979-80 are as follows:

Full-time resident students: \$5,075 per year, or \$2,537.50 per term.

Part-time resident students:

<i>Per Term</i>	<i>Per Year</i>	<i>Fraction Program of Study</i>
\$1,903.13	\$3,806.25	Three-quarters
\$1,268.75	\$2,537.50	One-half
\$ 634.38	\$1,268.75	One-quarter

Special Students: \$635.00 per course per term.

In view of the constantly increasing costs of education, students may expect one or more tuition increases during their academic careers.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the Dean of the Graduate School for a reduction of the post-residence fee to \$350. Students who continue to utilize any academic service or University facility after having completed residence, but who have failed to register, are subject to disciplinary action by the Dean of the Graduate School. A student who is eligible for registration on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided the department chairman approves of the program of study as being a full-time program and signs the program card.

Mixed Tuition Fee: In the event that a student needs to register for only a part-time program (one-quarter, one-half, or three-quarters) in order to complete residence requirements, but wishes to register for additional courses or take a fuller program of study, he or she shall be charged for the part-time program needed to complete residence, plus the post-residence fee.

Late Registration Fee: \$10. Payable for failure to complete registration at the time announced by the Graduate School Office.

Change-of-Program Fee: \$10. Payable by any graduate student who wishes to drop a course after filing Study Cards.

Continuation Fee: \$20. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements. Students in this category are not eligible for leaves of absence.

Master's Fee: \$50. A candidate for the M.A. or the M.F.A. who is subject to the Continuation Fee and who earns a degree in any semester following one in which he or she has not been in residence, shall pay the Master's Fee. The fee is chargeable only once.

Final Doctoral Fee: \$250. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the dissertation, publication of the abstract of the dissertation in *Dissertation Abstracts*, issuance of a Library of Congress number and appropriate library cards, binding two copies of the dissertation, one for use in the University Library, and one Xerox-printed copy in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

Reinstatement Fee: \$10. Payable by a student who, after withdrawal, suspension or dismissal, has been reinstated with the consent of the Dean of the Graduate School.

Transcript Fee: \$2. Students, former students, and graduates who request official transcripts of their records in the Graduate School are charged \$2 for each copy issued after the first one, which is free. Requests by mail for transcripts must be accompanied by a check in the correct amount, payable to Brandeis University.

Diploma Fee: \$10. Payable by candidates for the M.A. and M.F.A. degrees.

Student Insurance Fee: \$160. Payment of the Insurance Fee entitles the graduate student to participate in the benefits of the Health Insurance Program. The fee is payable at registration and no portion is refundable. Student Insurance is optional for Special Students.

Student Insurance Fee: \$140. Payment of the Insurance Fee entitles the graduate student to participate in the benefits of the Health Insurance Program. The fee is payable at registration and no portion is refundable. Student Insurance is optional for Special Students.

Student Health Fee: \$100. Entitles the graduate student to use of the Health Services.

Dependent Coverage: Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students for a fee of \$380. Special Students are not eligible for this plan.

Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the Dean of the Graduate School for a partial refund of tuition in accordance with the following:

1. Tuition:

Withdrawal: Before the opening day of instruction: 100% of semester tuition.

On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of semester tuition.

After the fifth Friday following the opening day of instruction: no refund.

2. *Scholarships:* In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the semester scholarship as charged for tuition: 25% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and, 100% thereafter. The balance of the scholarship will be cancelled.

All refunds are subject to review and final approval of the controller.

Financial Assistance

To help students whose records indicate scholarly promise, the University makes available a variety of awards and work opportunities. No student is eligible for aid without filing with the Graduate School Office a standard financial aid form (GAPSFAS). All scholarships and fellowships are granted for one academic year; therefore, a registered student who holds a scholarship or fellowship must apply annually for a renewal by filing the "Application for Financial Assistance."

All awards are granted and accepted with the understanding that they may be revoked or reduced at any time for undesirable conduct or academic standing.

Ordinarily, no student may hold a fellowship, scholarship, or teaching assistantship for more than two years of study for the M.A. degree, for more than three years of study for the M.F.A. degree, or for more than four years of study for the Ph.D. degree. Ordinarily, no student may receive a scholarship, fellowship, or teaching assistantship after one year of study at the post residence fee. Priority in making awards is given to full-time students and teaching assistants.

In the case of a student receiving financial aid from Brandeis University, whether in the form of a teaching assistantship, scholarship or fellowship, the approval of the Dean of the Graduate School is required, in addition to the approval of the department chairman, before the student may engage in outside employment.

Scholarships

A scholarship is an award, on grounds of scholarly ability and need, of financial credit that may be used exclusively for remission of tuition fees. Full scholarships and partial scholarships are available. Scholarship students are liable for all but tuition charges.

Fellowships

A fellowship is an academic award of honor to outstanding students of good character to help them in furthering advanced study and research. The amount of the stipend depends on the quality of the student's record and performance; need is also considered in most cases. A fellowship recipient must pay tuition fees unless the award includes a scholarship in an amount covering tuition. No services are required of students for fellowship or scholarship awards.

Teaching Assistantships

Teaching assistants are resident students in the Graduate School who do part-time teaching as part of their training and are paid. The University has established teaching assistantships to enable distinguished graduate students to gain teaching experience while continuing their studies. Teaching assistants are eligible for other awards, including scholarships and fellowships.

A full-time student who is a teaching assistant receives residence credit for, and is charged tuition for, that fraction of the program spent as a student in fulfillment of degree and residence requirements.

First-year graduate students are eligible for appointment as teaching assistants in the sciences. In other areas, however, first-year students are rarely appointed. Foreign students are not normally eligible for appointment as teaching assistants in their first year of graduate work unless they have had training at another American university.

Teaching assistantship appointments are made on the authority of the President of the University by the Dean of the Graduate School who, in turn, acts on the recommendation of a student's department chairman. Appointments are made for periods of one year or one semester, but are renewable. All awards of teaching assistantships to incoming students are conditioned on an interview with a University representative, prior to registration. The University reserves the right to terminate any appointment at any time for due cause. Conduct, character or academic standing that is regarded as undesirable may constitute cause, but the University need not assign any reason for the termination of an appointment at any time. All teaching assistantship appointments are made and accepted with this understanding, and neither the University nor any of its trustees or officers shall be under any liability whatsoever for the summary termination of a teaching assistantship.

Research Assistantships

Research assistantships are available in the science areas. First-year graduate students are not normally eligible for appointment. Application should be made to the chairman of the department or committee administering the graduate program.

Loans

Federally Insured Student Loan Program (FISLP). A student is eligible for a federally insured student loan if he meets the following requirements: (1) is accepted for enrollment or is attending Brandeis University and is in good standing as determined by the University; (2) is carrying at least one-half the normal full-time workload; (3) is a

citizen and/or national of the United States or is in the United States for other than a temporary purpose; (4) can demonstrate need. An eligible student may be able to borrow up to \$5,000 in any academic year at a 7% interest rate, and does not have to begin a five to ten year repayment until nine months after he ceases to be a full-time or half-time student. Special Students are normally ineligible for such loans.

Information and applications for this program are available from banks, savings and loan associations and credit unions.

Students who plan to borrow through a source which participates in the Federally Insured Student Loan Program must have on file at the Graduate School Office a current Graduate and Professional Student Financial Aid Service form (GAPSFAS). Forms may be obtained at the Graduate School Office or from the Educational Testing Service, Princeton, N.J.

Resident Counselorships

A limited number of positions are available for both married and unmarried men and women as counselors in the University residence halls. Applications may be obtained from the University Residence Halls Office and should be returned no later than March 15. Appointments are made by the Residence Hall Officer on recommendation of the Dean of the Graduate School on or before May 1.

Office of Student Employment

The Office of Student Employment assists students who need and desire part-time work. Students seeking part-time work should register with the Office of Student Employment. New students are not assigned part-time work prior to arrival on campus.

Endowed Schools

Crown School of Graduate Studies in American Civilization

The Irving and Rose Crown School of Graduate Studies in American Civilization was established by the generosity of Brandeis Fellows Irving and Rose Crown. Its primary objective is to attract and support gifted students in their work toward the Ph.D. in the History of American Civilization.

In order to meet the public service objective of the school, a Crown Fellowship award is occasionally made to special students both here and abroad — drawn from the Foreign Service, the media, and other important facets of public life—who would benefit from participation in graduate studies in the School.

Strengthened by the achievements of Crown Fellows of recent years, the Crown School contributes to the deeper understanding of the American past and present, thereby helping to shape the nation's future.

Danielsen School of Philosophy, Ethics, and Religious Thought

The Albert V. Danielsen School of Philosophy, Ethics, and Religious Thought was made possible through a gift from Dr. Danielsen, a Fellow of the University, from Wellesley Hills, Mass.

The School includes the Department of Philosophy, which now combines undergraduate and graduate programs through the M.A. and Ph.D. degrees. The graduate program in philosophy is designed to prepare students for careers in the field as scholars and teachers, and it places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. Added to the two fully endowed chairs of philosophy in the School is the Albert V. Danielsen Chair in Christian Thought.

The Danielsen School thus hopes to encourage the advancement of philosophical thought in the context of contemporary issues, following the broadest scholarly and interdisciplinary approaches in an age of ecumenism and imperative social need.

Fierman School of Chemistry

The Harold and Minnie Fierman School of Chemistry, created through a benefaction from Brandeis Trustee Harold L. Fierman, incorporates graduate and undergraduate programs, including research activities, lecture programs and colloquia.

At the undergraduate level the curriculum is highly diversified, including basic courses in analytical, organic, physical, and inorganic chemistry.

At the graduate level, M.A. and Ph.D. candidates pursue advanced studies and research projects in synthetic organic and organometallic chemistry, physical organic chemistry, structured inorganic chemistry, quantum chemistry, photochemistry, enzyme reactions, chemical physics, and laser chemistry.

The School has been aided, in part, by grants from the National Institutes of Health, National Science Foundation, Energy and Research Development Administration, Research Corporation, and the Petroleum Research Foundation. Research conducted under these agencies has been published in over 700 papers in leading professional journals.

Fisher School of Physics

The Martin Fisher School of Physics, established through a gift from the late Martin A. Fisher of New York City, a Fellow of the University, encompasses both theoretical and experimental physics. The Fisher School incorporates the graduate and undergraduate programs in physics and also provides the setting for lectures and colloquia in physics. Scholarship and fellowship assistance provided by Mr. Fisher enhances the teaching and research at the undergraduate, graduate, and postdoctoral levels.

The School's undergraduate program ranges from introductory courses in classical and modern physics, computer sciences, and astronomy to advanced courses in atomic and nuclear physics; classical, continuum and statistical mechanics; quantum mechanics; nuclear, solid state, and mathematical physics. M.A. and Ph.D. programs include courses in astrophysics, high energy physics, plasma physics, quantum theory

of fields, solid state physics, and general relativity. Experimental and theoretical research is carried out in high energy physics, solid state physics, properties of condensed matter, quantum theory of solids, and quantum field theory.

Grants from such agencies as the National Science Foundation and the Atomic Energy Commission, among others, support research programs in the Fisher School. The Fisher School also provides research opportunities for a large number of postdoctoral fellows.

Kutz School of Biology

The Milton and Hattie Kutz School of Biology was made possible through a gift from the estate of the late Hattie Kutz of Wilmington, Del., a Fellow of the University. The School encompasses the University's undergraduate and graduate biology departments. The biology curricula present a comprehensive body of courses that advance from fundamental studies to more complex areas, with special attention given to new discoveries and the results of current experimentation.

Students are offered a balance between traditional background in biology and the thorough discussion of new knowledge. They are encouraged to engage in original research and independent study. The biology program also provides research and teaching opportunities for a large number of postdoctoral fellows.

A major portion of the governmental, industrial, and private research grants awarded to the University is devoted to varied projects in biology and health sciences. Distinguished scientists appear frequently at colloquia and lectures to explain their investigations.

Lown School of Near Eastern and Judaic Studies

Created through the generosity of the late Brandeis Trustee Emeritus Philip W. Lown, the Lown School of Near Eastern and Judaic Studies encompasses an intensive teaching and research program in ancient and modern Jewish thought, history, culture, and issues, offered by both the undergraduate and graduate departments of Near Eastern and Judaic Studies. The University has assembled an array of distinguished scholars who offer an extremely broad range of programs designed to prepare students for scholarly careers or for communal service. Areas of scholarship within the general field of Near Eastern and Judaic Studies range from the history, languages and philosophies of the ancient Near East to the modern Near East and contemporary Jewish studies.

The School includes the Benjamin S. Hornstein Program in Jewish Communal Service, organized for the purpose of further research and seminars dealing with contemporary issues and for providing graduate education for students interested in professional careers in Jewish communal service and education.

The Lown School of Near Eastern and Judaic Studies cooperates closely with the American Jewish Historical Society, whose headquarters building on the Brandeis University campus was completed during 1968.

Poses School of Fine Arts

The Poses School of Fine Arts, established through a gift from Brandeis Trustee and Mrs. Jack I. Poses of New York City, embodies the broad undergraduate curriculum in the fine arts. The undergraduate program in fine arts provides a substantial area of studies in the form and meaning of art from antiquity to the present day. The program stresses individual creativity and the varied techniques of the artist.

Swig School of Political Science

A generous benefaction from Brandeis Trustee Emeritus Benjamin H. Swig of San Francisco has established the Swig School of Political Science. The Swig School encompasses the University's Politics Department, including several endowed academic chairs established earlier through the efforts of Mr. Swig. Among these are: the Harry S. Truman Chair in American Civilization; the Earl Warren Chair in American Constitutional Studies; the Christian A. Herter Chair in International Relations; and the Adlai E. Stevenson Chair in International Politics. Categories of study within the Swig School of Political Science include American Government, Comparative Politics, International Politics and Political Theory and Methods. Bachelor's and Doctoral degree programs are offered, and Doctoral candidates may earn a Master of Arts while pursuing their Ph.D.

Special Scholarships and Fellowships

Milton H. and Audrey P. Callner Fellowship Fund in International Affairs

This fund was established with resources provided by the will of Chicagoan Milton H. Callner, a Fellow of the University, and supplemented with matching funds from the Ford Foundation. Augmented through the generosity of Mrs. Callner, a Fellow of the University, income from the fund is used annually for fellowships in international affairs or politics.

Irving and Rose Crown Fellowships in the History of American Civilization

Underwritten by the Crown family of Chicago, the Fellowships subsidize graduate students in the field of the History of American Civilization with substantial grants to complete their doctoral studies. Subject to annual review, awards are normally renewable over a period of four years. The Fellowships are designed to attract gifted scholars who plan careers in teaching, research and writing, or in public service and allied areas. Candidates are selected by the executive committee of the graduate program and reviewed by distinguished authorities from other universities. Fellowship awards are made to advanced students with outstanding records in graduate and professional programs, as well as to BA's with honors degrees in history and related fields. Crown supplemental grants in aid of research are also available to Crown Fellows.

Sadie and Joseph Danciger Fellowship Endowment

This endowment, a bequest of Sadie Danciger of Tucson, Arizona, was established by Harry L. Jacobs, Arthur Mag and the Commerce Bank of Kansas, trustees of the Sadie Danciger Fund. Funds are granted to students in Jewish communal service who are engaged in Jewish community and educational work or in pursuing research.

Samuel C. and Minna L. Dretzin Graduate Fellowships in the Life Sciences

Established by Brandeis Fellow and Mrs. Dretzin, of New York City, in honor of Dr. Frederick H. King, the Dretzin Fellowships provide tuition and fellowship support for five students whose work is in areas related to cancer research. Awards are normally made to first and second-year graduate students and are renewable for one year.

Leonard L. Farber Fellowship in Urban and Regional Studies

Established by friends and business associates of Mr. Farber of Pompano Beach, Florida, this program provides fellowship assistance for graduate study in these fields. It is generously supported by Mr. Farber, who is a Fellow of Brandeis University.

Martin Fisher Endowed Scholarship and Fellowship in Physics

In conjunction with his gift to underwrite teaching and research in physics, Martin A. Fisher, a Fellow of the University, established this student financial aid fund in 1968 to benefit undergraduate and graduate students in physics. Thus far, the endowment of Mr. Fisher, who died in 1976, has assisted more than a score of students in completing their baccalaureate and doctoral degrees.

Gillette Graduate Teaching Fellowships

Created in 1961 by The Gillette Company of Boston, these annual fellowships provide tuition and stipends for doctoral candidates in biology, biophysics, biochemistry, chemistry, or physics. In general, the Fellowships are awarded on the basis of merit to graduate students who plan careers in research at universities or in industry.

Goldwyn Life Sciences Fellowship Endowment

Established by the Samuel Goldwyn Foundation of Los Angeles, this grant provides support for graduate students studying the life sciences. Preference is given to foreign students who need financial aid in order to study in the United States. Fellowships are renewable annually.

James Gordon Grant for Government Fellowships

Financial support from the James Gordon Grant for Government, of Chicago, has permitted the Department of Politics to develop a special doctoral dissertation program providing fellowships to selected qualified candidates for the Ph.D. degree in politics. To be eligible, students must have completed their first year of graduate work, either at Brandeis or elsewhere. The fellowship awards are limited to individuals whose dissertations deal with approved topics within the fields of American urban and/or local political problems. Fellowships may be held for one or two years. The support also provides research funds, summer stipends, and travel money for field work or investigation in connection with preparation of the dissertation.

Maurice Gordon Music Fellowship Endowment

Established in 1966 through the generosity of Mr. Gordon of Newton, Massachusetts, this endowment provides fellowships for students with preference given to those studying music.

Mary and Abbey Hirschfield Fellowships in the Humanities

Created through a bequest to Brandeis University from Mary Hirschfield of Chestnut Hill, Mass., the Fellowships offer annual assistance to graduate students in the humanities. Selection of students to receive the Fellowships is made by a special committee of Brandeis University faculty, which determines choices based on academic achievement and financial need. Students eligible for the Fellowships are taken from the areas of classical and Oriental studies, English and American literature, Romance and comparative literature, Germanic and Slavic languages, philosophy and history of ideas, Near Eastern and Judaic studies, and Jewish communal service.

Max Jacoby Fellowship Endowment in Judaic Studies

Established by Belle Jacoby of New York City, this gift creates a memorial tribute to her husband. The income provides fellowships to graduate students in the field of Judaic studies.

Bernard and Miriam Kessner Fellowships Trust Fund in Biology and Chemistry

The Kessner Fellowships were underwritten by the late Dr. and Mrs. Bernard H. Kessner of Bay Harbor, Fla., Fellows of the University, to provide annual support to graduate students in the fields of biology and chemistry. The Kessner Fellowships are designed to help students who are planning careers in research and university teaching to complete their doctoral training.

Gustav Klein and Hattie F. Klein Student Aid Fund — Endowed

Created through the bequests of Mr. and Mrs. Klein of Philadelphia, Pennsylvania, this gift serves the dual purpose of providing loans as well as granting fellowships to graduate students working to obtain the Ph.D. in any area of either basic or applied medical research and sciences.

Harry and Mildred Remis Scholarship and Fellowship Fund in the Creative Arts

Established by Brandeis Trustee and Mrs. Harry Remis of Boston, Mass., this endowment offers assistance to students who have demonstrated promise and potential in fine arts and music.

Remis Awards are given to undergraduates at the end of their junior year to facilitate summer study at centers of art and music either in this country or abroad.

The Harry and Mildred Remis Graduate Fellowships in Music are offered to qualified graduate students seeking to pursue careers in musical theory and composition and in the history and literature of music. The Fellowships are normally given to candidates who have completed one year of graduate work, on the basis of demonstrated excellence in academic areas and general musicianship, on creative potential and promise, and on financial need.

Rogoff Foundation Trust

The Rogoff Foundation Trust, established by the trustees of the Rogoff Foundation Inc., provides support for scholarships and fellowships in sciences that are basic to pre-medical and medical education, particularly the life sciences. Selection is limited to students with records of high academic achievement.

Abram L. Sachar International Fellowship Program

Established in 1969 by the Trustees of Brandeis University in tribute to the twenty-year incumbency of the University's first president, it is a highly selective program that supports Brandeis graduate and undergraduate students abroad during a period of study or research complementary to their education here.

The program operates on a variety of levels. For example, a graduate student, after passing the qualifying examinations, may pursue advanced research abroad, a graduating senior may spend a year of study abroad as a culmination of the Brandeis experience. A well-qualified undergraduate who plans a period of study at a foreign university or program which has offerings not available at Brandeis is also eligible for a Sachar grant.

Eligibility requirements for applicants include a high level of scholastic achievement, financial need as indicated by University records and outstanding intellectual competence or creative ability. Application forms are available at the Office of International Programs, Sachar International Center.

Samuel Schulman Graduate Teaching Fellowships

Underwritten by Brandeis Trustee Samuel Schulman of Los Angeles, the Fellowships, established in 1974, aid outstanding graduate students in any academic field who are engaged in teaching at Brandeis. The program is designed to give valuable supervised classroom teaching experience to students while they pursue their studies, and to support outstanding student-scholars who are committed to work in university teaching and research.

Joseph Schumer Fellowship Endowment Fund

Provided by a bequest of Mr. Schumer of New York City, this endowment was established by his nephews, Norman Kemper and Richard Schumer, who were co-executors of Mr. Schumer's estate. The income from this fund provides fellowships to needy and gifted students engaged in the study of music.

Zale-Lipshy Endowed Scholarship and Fellowship Fund

This scholarship and fellowship fund was established in 1974 by the Zale Corporation of Dallas and its friends and associates throughout the country, in honor of three principals of the firm: Brandeis Trustee Emeritus Morris B. Zale, William Zale and Brandeis Fellow Ben A. Lipshy, all of Dallas. The gift was given in part to recognize the 25th Anniversary of Brandeis and the 50th Anniversary of the Zale Corporation, and is designed to assist undergraduate and graduate students in all disciplines. Funds are awarded solely on the basis of merit and need.



Areas of Study and Courses — 1979-1980

All courses meet for three hours a week unless the course description indicates otherwise. The presence of "a" in the course number indicates a half course given in the Fall Term; "aA" indicates a full course given in the Fall Term; "b" indicates a half course given in the Spring Term; "bB" indicates a full course given in the Spring Term; "aR" indicates a course given in the Spring Term; "bR," a course given in the Fall Term which is identical with an "a" or "b" course of the same number given in the Fall and Spring Terms respectively; the use of "c" after a course number indicates that the course is given as a half course but meets throughout the year.

The University reserves the right to make any changes in the offerings without prior notice. Faculty and course listings are accurate as of June 1, 1979.

***Course not offered for 1979-80.**

AMERICAN CIVILIZATION

See History of American Civilization (page 89).

ANTHROPOLOGY

Objectives

The graduate program in anthropology, leading to the degree of Doctor of Philosophy, is designed to produce scholars who will broaden our scientific knowledge of culture and society. Admission is limited to students whose primary interests lie within the fields of social and cultural anthropology or archaeology. Most graduates of the program accept appointments at colleges and universities, although a number take employment in government, private institutions or foundations. Intensive training for independent research is stressed, with particular emphasis on comparative studies and fieldwork.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Students need not have an undergraduate major in anthropology or sociology-anthropology. If admitted, however, the student without previous training in anthropology may be required to take additional courses, as determined by the department, to complete his or her residence requirements. Students should have a reading knowledge of one foreign language.

Faculty

Professor Robert A. Manners, *Chairman*: American Indians. Modern cultures. Method and theory. Africa.

Professor Helen Codere: Method and theory. Economic anthropology. Primitive art. Africa.

Professor George L. Cowgill: Archaeology. Mathematical and computer methods in anthropology. Mesoamerican civilizations. Origins of early states. Population anthropology.

Professor David Kaplan: Economics. Method and theory. Mexico.

Professor Marguerite S. Robinson: Social organization. Rural development. South Asia.

Associate Professor Robert C. Hunt: Social anthropology. Modernization. Irrigation. Mesoamerica.

Associate Professor Judith T. Irvine: Ethnography of communication. Linguistics. Social stratification. Africa.

Associate Professor David E. Jacobson: Social anthropology. Urban social organization. Support systems. U.S.A. Africa.

Associate Professor Benson Saler: Comparative religion and folk philosophies. Psychological anthropology. Mesoamerica. South America.

Assistant Professor Marvin Davis: Social and cultural anthropology. Politics. Law. Social stratification. South Asia.

Assistant Professor Judith F. Zeitlin: Cultural ecology. Archaeological method and theory. Cultural resource management. Mesoamerican prehistory and ethnohistory. South American prehistory.

Assistant Professor Robert N. Zeitlin: Sociocultural evolution. Prehistoric exchange. Pre-state societies. Archaeological method and theory. Cultural resource management. Mesoamerica. North America.

Lecturer Pierre-Yves Jacopin: Structuralism. Psychological anthropology. South America. Europe.

Instructor D. Neil Gomberg: Physical anthropology. Comparative anatomy. Primate studies.

Degree Requirements

Master of Arts

Ordinarily students are admitted for doctoral program only. However, the Master of Arts degree in anthropology will be awarded to those students who have successfully fulfilled the minimum residence requirements set by the Graduate School and have met the following requirements; 1) Of the eight half-courses to be completed satisfactorily, one must be the first segment of the linguistics sequence, and one must be either of the special graduate courses in archaeology or physical anthropology. 2) if the student will not be continuing toward a Ph.D., he or she must also pass an M.A. qualifying examination, must demonstrate reading proficiency in a foreign language, and must submit an acceptable master's thesis (for doctoral students the Specialist Essay, described below, may substitute for the thesis component in the awarding of an M.A.).

Doctor of Philosophy

Program of Study. Flexibility of curriculum enables the student to organize a program of study around his or her particular anthropological interests. At the same time, the doctoral program is structured so that a broad familiarity with other aspects of the discipline is achieved.

At the outset an adviser is assigned each matriculant, but by the end of the second semester of study the student is expected to recruit two members of the faculty for a permanent advisory committee. In soliciting potential committee members, the student should be guided by interest and specialization. Once established, the committee is responsible, through regular meetings and informal consultation, for 1) guiding the student in the selection of suitable courses, 2) providing advice in the formulation of a dissertation research project, and 3) supervising the student's progress through the program.

With respect to formal course requirements, all students not exempted by virtue of previous graduate training must complete the four core courses in social organization and anthropological theory, a special one-semester seminar in archaeology, another in

physical anthropology, and a two-semester course sequence in anthropological linguistics. Students concentrating in archaeology may substitute the one-semester course for the linguistics (Linguistics 102) requirement. Through course work and outside reading it is expected that students will attain a high degree of scholarly competence in at least one culture area and one topical field study.

The department may, at its discretion, grant a student transfer credit for graduate courses completed with a B grade or better at another accredited institution. Requests for transfer credit will not be considered, however, until at least one semester of study has been completed at Brandeis. Prior approval is not needed for courses taken at Boston College, Boston University and Tufts University, for which formal cross-registration arrangements are in effect. In any case, a maximum of one year of residence credit is allowed by the Graduate School for work completed elsewhere.

At the end of sixteen half-courses students take a General Examination which tests for overall mastery of the subject matter. Upon passing the General Examination, work begins on a Specialist Essay, normally focused on theoretical and/or topical issues of relevance to the forthcoming dissertation. The purpose of the Specialist Essay is to demonstrate a capacity for independent research of high quality. By the end of the third year of study, the essay should be complete, language requirements satisfied, and a proposal for dissertation research drawn up.

Language Requirement. A reading knowledge of at least one foreign language must be demonstrated by examination and by the writing of a research paper or dissertation in which sources in the chosen language contribute to the research. The examination part of this requirement must be passed before the student may be admitted to candidacy for the Ph.D.

Summer Training Program. Contingent upon the availability of funding, a program of fieldwork under faculty supervision is carried out during the summer following a student's first year of residence.

Admission to Candidacy. A student is admitted to candidacy for the Ph.D. upon satisfactory completion of 1) sixteen half-courses, including all the required courses, 2) a General Examination in anthropology, 3) the reading examination in a foreign language, and 4) the Specialist Essay.

Dissertation Research. As soon as possible after admission to candidacy, the student should begin at least a full year of research consisting of fieldwork and/or laboratory analysis. In exceptional cases library research may be substituted. This research forms the basis for a doctoral dissertation.

Dissertation and Defense. The department will recommend to the Dean of the Graduate School that a Ph.D. be awarded the candidate upon formal acceptance of a dissertation and after its successful defense in a Final Oral Examination. Details of the regulations for certifying approval of the dissertation and for the Final Oral Examination are found in earlier pages of this catalog.

Courses of Instruction

ANTHROPOLOGY 100a. The Family in the Political Economy of Latin America

This course will focus on the changing role of the family in the political and economic development of Latin America. Particular attention will be devoted to Mexico, with comparative materials from other parts of Latin America.

Messrs. Hunt and Kaplan

ANTHROPOLOGY 102a. Anthropological Linguistics I

A general introduction to anthropological perspectives on language. Topics will include: the organization of language as a communicative system; language in human evolution; linguistic approaches to cultural meaning and world-view; historical perspectives on language (language change, history and pre-history).

Ms. Irvine

ANTHROPOLOGY 102b. Anthropological Linguistics II

Advanced topics in anthropological linguistics. The course will focus on three areas: 1) linguistic fieldwork and the analysis of unfamiliar languages, 2) linguistic variation and social structure, 3) current issues in semantics and pragmatics (the relation between meaning and use, in cross-cultural perspective).

Prerequisite: Anthropology 102a or permission of instructor.

Ms. Irvine

ANTHROPOLOGY 102bR. Anthropological Linguistics II

Prerequisite: Anthropology 102a, English 191a or permission of instructor.

Ms. Irvine

ANTHROPOLOGY 103b. Language, Society and Culture

Ms. Irvine

ANTHROPOLOGY 104aR. Hesiod's *Works and Days*: Convergent Approaches of Classics and Anthropology

With the *Theogony*, Hesiod's *Works and Days* is the first significant mythological text from ancient Greece. Probably composed between the 12th and 7th centuries B.C., it has been transmitted throughout the subsequent history of Western civilization; however it seems to us as strange as any collection of lore from an exotic society. Using the convergent approaches of classics and modern anthropology, we will try to restore the text to its environment; social circumstances of performance of the lore and the world-view it expresses.

This course is a sequel to the course taught last year on the *Theogony* without presupposing it.

Messrs. Jacopin and Muellner

***ANTHROPOLOGY 104b. Hesiod's *Theogony*: Convergent Approaches of Classics and Anthropology**

ANTHROPOLOGY 105a. Symbol, Myth and Ritual

This course is divided into three parts: first we start with an examination of the relation between symbolism, world view, understanding, meaning and knowledge. Second, offering a critique of the structuralist approach, we study the social function of mythology. Third, comparing two or three selected societies, we integrate myth and symbols in their ritual contexts.

Mr. Jacopin

ANTHROPOLOGY 106b. Friendship

An interdisciplinary examination of friendship, viewed in its psychological, cultural, and social context. Topics will include the definition of "friendship" in different settings, the development of individual friendships, the functions of friendship for individuals and social groups, friendships through the life-span, and the organization of friendships in social networks. Attention will be given to the range of theories, methods and data that psychologists, sociologists and anthropologists use in their studies of social interaction and relationships.

Messrs. Jacobson and Rubin

***ANTHROPOLOGY 108b. Population, History and Society**

ANTHROPOLOGY 109b. Archaeological Methods

Basic procedures for the design and implementation of archaeological research. Topics to be covered include: field methods for survey, sampling, site mapping and excavation; techniques of identification, classification, dating and preservation of archaeological materials; principles for interpreting the significance of ancient remains. Weather permitting, several work sessions at a nearby archaeological site will provide some actual field experience.

Mr. Zeitlin

***ANTHROPOLOGY 110a. Physical Anthropology**

ANTHROPOLOGY 111aR. Introduction to Primate Studies

An introduction to the study of non-human primates, paying special attention to studies of primates in their natural habitat. Topics focus primarily on the relationships of elements of an animal's feeding, social/maintenance and locomotor behavior to selected aspects of its environment.

Mr. Gomberg

***ANTHROPOLOGY 112b. Evolution and Natural Selection**

ANTHROPOLOGY 115aR. Biocultural Adaptation

An advanced course dealing with human adaptation with particular emphasis on the interaction of elements of the biological and cultural adaptive systems in human societies.

Mr. Gomberg

ANTHROPOLOGY 120b. The Anthropology of Law

A comparative study of the relationship between law, society and culture, including the socio-cultural contexts in which various types of legal institutions, procedures, rules and concept are found and the relationship between law and change.

Mr. Davis

***ANTHROPOLOGY 122a. The World Before Civilization**

ANTHROPOLOGY 123a. Directions and Issues in Archaeology

An examination of concepts involved in the archaeological study of prehistoric societies. Selected cases will be discussed as illustrations of major theoretical and methodological issues.

Mr. Zeitlin

***ANTHROPOLOGY 124a. Civilizations of Mesoamerica**

***ANTHROPOLOGY 126a. Kinship**

***ANTHROPOLOGY 127a. The First Complex Societies**

ANTHROPOLOGY 129b. The Evolution of Culture and Society

Past and present ideas about evolution are examined and their utility for explaining social and cultural change are evaluated. Examples illustrating the use of evolutionary models will be drawn from anthropological studies in both recent and ancient societies.

Mr. Zeitlin

ANTHROPOLOGY 130. The Archaeology of Syria-Palestine

See Classical and Oriental Studies 111.

Mr. Todd

***ANTHROPOLOGY 133a. Modern Africa**

ANTHROPOLOGY 133b. Anthropological Fieldwork

An introduction to the theory and practice of fieldwork. The course will include discussion of classic and contemporary accounts of doing ethnographic research. Students will conduct supervised fieldwork in Waltham, Cambridge, Boston or other local areas, with the aim of producing an ethnographic case study.

Mr. Jacobson

ANTHROPOLOGY 134b. The Archaeology of Mesopotamia and Iran

See Classical and Oriental Studies 117b.

Mr. Todd

ANTHROPOLOGY 135b. Peoples and Cultures of India

An introduction to patterns of thought and action in rural India, with special emphasis on Hindu communities.

Mr. Davis

ANTHROPOLOGY 139b. Biography and Culture

Biographies and life-histories of non-Westerners are used in the exploration of the relation of the individual and culture.

Ms. Codere

- *ANTHROPOLOGY 140a. Prehistory of North American Indians**
- ANTHROPOLOGY 141bR. The American Indian**
A survey of the peoples and cultures of aboriginal North America. *Mr. Manners*
- *ANTHROPOLOGY 143b. Modern Culture of Middle America**
- *ANTHROPOLOGY 144a. Indians of South America**
- *ANTHROPOLOGY 146a. Environment and Archaeology**
- *ANTHROPOLOGY 147b. Archaeology and Ethnohistory of Mesoamerica**
- *ANTHROPOLOGY 148a. Rise, Function and Fall of Early Civilizations: Concepts and Explanations**
- ANTHROPOLOGY 149. The Archaeology of the Aegean**
See Classical and Oriental Studies 119. *Mr. Todd*
- ANTHROPOLOGY 151a. Social Organization I**
Theories of social organization, the interrelations of social institutions, current anthropological methods of interpretation and analysis. *Mr. Jacobson*
- ANTHROPOLOGY 151b. Social Organization II**
A continuation of 151a. This course will emphasize structural analysis. Designed primarily for advanced undergraduate and graduate students. *Mr. Jacopin*
- *ANTHROPOLOGY 152b. Economic Anthropology**
- ANTHROPOLOGY 153a. Primitive Art**
African, Oceanian and North American Indian visual arts in their social and cultural setting. *Ms. Codere*
- ANTHROPOLOGY 154a. Comparative Religion**
An exploration of belief and behavior in societies of non-literate peoples with reference to theories concerning the origins and functions of religion. *Mr. Saler*
- ANTHROPOLOGY 154b. Selected Topics in Comparative Religion**
In 1979-80, the course will focus on "intellectualist" versus "symbolist" approaches to religion. *Mr. Saler*
- ANTHROPOLOGY 155b. Psychological Anthropology**
An examination of the relationships between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on them. *Mr. Saler*
- ANTHROPOLOGY 156a. Political Anthropology**
A survey of major anthropological approaches to the study of politics. *Mr. Davis*
- ANTHROPOLOGY 158a. Urban Anthropology**
Comparative study of strategies used in coping with the complexity and potential danger of urban life. Attention will also be given to analyzing and evaluating the theories, methods and data anthropologists and others use in their studies of urban social organization. *Mr. Jacobson*
- *ANTHROPOLOGY 158b. Selected Topics in Urban Anthropology**
- *ANTHROPOLOGY 159a. Anthropology and Contemporary Issues**
- *ANTHROPOLOGY 160b. An Anthropological Perspective on the Third World**
- *ANTHROPOLOGY 161b. Culture and Cognition**

***ANTHROPOLOGY 162a. Anthropology and Psychoanalysis**

***ANTHROPOLOGY 165a. Modernization and Social Change**

ANTHROPOLOGY 166a. The Nature of Human Nature

This course will deal with various theories of human nature and the evidence for such theories. It will explore the way in which theories of the nature of man have figured in interpretations of culture. The course addresses the question: to what extent is culture the expression of nature and to what extent does it depart from nature?

Mr. Kaplan

***ANTHROPOLOGY 170a. Peasant Cultures: Past and Present**

***ANTHROPOLOGY 171a. The Comparative Method**

ANTHROPOLOGY 175a. Pro-Seminar in Anthropological Theory: I

Analysis of representative classics in anthropology.

Ms. Codere

ANTHROPOLOGY 175b. Pro-Seminar in Method in Cultural Anthropology: II

The development of anthropological theory, major present-day trends and their relation to problems of research.

Mr. Kaplan

***ANTHROPOLOGY 177b. Archaeological Method and Theory**

ANTHROPOLOGY 180b. Historical Anthropology

Ms. Codere

***ANTHROPOLOGY 185a. Mathematical and Computer Methods in Archaeology**

ANTHROPOLOGY 186a. Mathematics and Computers in Archaeological Data Analysis I

The application of mathematical, statistical and computer techniques in the management and analysis of archaeological data. Topics include elementary probability theory and the logic of scientific induction, research design and sampling techniques, multivariate methods of data analysis and computerized data files. Preference will be given to students with a career interest in archaeology and at least one prior course in statistics, mathematics or computer science.

This course is given under the auspices of the Center for Materials Research in Archaeology and Ethnology.

Mr. Cowgill

ANTHROPOLOGY 186b. Mathematics and Computers in Archaeological Data Analysis II

Prerequisite: Anthropology 186a.

Mr. Cowgill

ANTHROPOLOGY 188a. Materials in Ancient Societies: Metals

Topics will include ore formation and extraction, principles of smelting and refining, slags, alloys, and techniques of manipulating metal into desired forms. Examples of ancient or ethnographically reported metal production and use will be related to the social setting in which these activities occurred. Six hours of laboratory work are required per week.

Enrollment limited to three graduate or senior undergraduate students from each CMRAE-affiliated university.

Ms. H. Lechtman, M.I.T.

***ANTHROPOLOGY 190a. Comparative Social Stratification**

ANTHROPOLOGY 193b. Research Design

This course covers stages of research prior to actual data-gathering; problem identification, variable formulation, specification of appropriate methods for data gathering and data analysis, and writing acceptable proposals.

Mr. Hunt

Primarily for Graduate Students

- *ANTHROPOLOGY 210a. Seminar on Conflict Resolution in Peasant Societies**
- *ANTHROPOLOGY 210b. Special Topics in Anthropological Analysis**
- ANTHROPOLOGY 226a and b. Readings in Research in Archaeology** *Staff*
- ANTHROPOLOGY 227a and b. Readings in Research in Linguistics** *Ms. Irvine*
- ANTHROPOLOGY 228a and b. Advanced Readings in Method and Theory** *Mr. Kaplan*
- ANTHROPOLOGY 229a and b. Guided Comparative and Historical Research** *Ms. Codere and Mr. Hunt*
- ANTHROPOLOGY 230a and b. Readings and Research on Culture of Hunters and Gatherers** *Mr. Jacopin*
- ANTHROPOLOGY 231a and b. Readings in Cognitive Culture** *Mr. Saler*
- ANTHROPOLOGY 232a and b. Readings in Law** *Mr. Davis*
- ANTHROPOLOGY 233a and b. Readings in Kinship** *Mr. Jacopin*
- ANTHROPOLOGY 235a and b. Readings and Research in Latin American Cultures** *Mr. Hunt*
- *ANTHROPOLOGY 236a and b. Readings and Research on East and South Asia**
- ANTHROPOLOGY 237a and b. Readings and Research in African Cultures** *Mr. Jacobson*
- ANTHROPOLOGY 238a and b. Readings and Research in Urban Anthropology** *Mr. Jacobson*
- ANTHROPOLOGY 239a and b. Readings and Research in North American Indian Cultures** *Mr. Manners*
- ANTHROPOLOGY 240a. Readings and Research in Medical Anthropology** *Mr. Jacobson*
- ANTHROPOLOGY 241a and b. Readings and Research on the Caribbean** *Mr. Manners*
- ANTHROPOLOGY 245a and b. Readings and Research in Physical Anthropology** *Mr. Gomberg*
- ANTHROPOLOGY 253a. Readings in Economic Anthropology** *Ms. Codere*
- *ANTHROPOLOGY 300b. Seminar in Anthropological Field Work**
- ANTHROPOLOGY 302. Summer Research Training**
Field work for three months during the summer under the supervision of a member of the staff. *Staff*
- ANTHROPOLOGY 304a and b. Readings and Research in Archaeological Field Methods** *Staff*
- ANTHROPOLOGY 400-410. Dissertation Research**
Independent research for the Ph.D. degree.
- | | | |
|--------------------------|-------------------------|--------------------------|
| 400. <i>Ms. Codere</i> | 404. <i>Mr. Gomberg</i> | 408. <i>Ms. Robinson</i> |
| 401. <i>Mr. Cowgill</i> | 405. <i>Ms. Irvine</i> | 409. <i>Mr. Saler</i> |
| 402. <i>Mr. Jacobson</i> | 406. <i>Mr. Manners</i> | 410. <i>Mr. Davis</i> |
| 403. <i>Mr. Hunt</i> | 407. <i>Mr. Kaplan</i> | |

BIOCHEMISTRY

Objectives

The graduate program in biochemistry leading to the degree of Doctor of Philosophy is designed to equip students with a broad understanding of the chemistry involved in biological processes and to train them to carry out independent original research. Although students will be primarily responsible for a comprehensive understanding of biochemical phenomena, they will be encouraged to acquaint themselves with the disciplines of biology and chemistry. Research and experimental projects rather than formal course training will be emphasized. The student will, however, be required to take courses in advanced biochemistry, organic chemistry, physical biochemistry, biochemical techniques, molecular biology and biochemistry seminars. The choice of advanced biochemistry courses and those of other scientific disciplines (i.e., organic chemistry, genetics, embryology, etc.) are subject to the student's particular interests. The choice of research programs should be in areas under investigation by the faculty; some of these fields include metabolic regulation in normal and also tumor tissues, enzymology, immunochemistry, molecular biology, molecular pharmacology, biochemical genetics, bacterial and phage genetics, physical chemistry of macromolecules, protein chemistry, plant and virus metabolism, problems in growth and differentiation, microbial metabolism, organic biochemistry, membrane transport and energy coupling mechanisms, application of NMR to biochemical problems, biochemistry of muscle, and chromosome structure.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply here. Applicants for admission to the Biochemistry Department are also required to take the Graduate Record Examination. It is strongly suggested that the applicant take one of the advanced sections (preferably chemistry or biology) of this examination. The student's undergraduate curriculum should include some fundamental courses in biology and chemistry which will be subject to final staff approval.

Faculty

Professor Robert H. Abeles, *Chairman*: Mechanism of enzyme action, with particular reference to the mechanism of action of reactions involving derivatives of Vitamin B-12 and the mechanism of isomerizations. Design of highly specific enzyme inactivators.

Professor Gerald D. Fasman: Conformation of biological macromolecules. Chromatin structure, protein-DNA interactions. Protein models; synthesis and conformational studies of polyamino acids.

Professor David M. Freifelder: Structure and function of DNA. Bacterial and phage genetics. Lysogeny.

Professor William P. Jencks: Mechanisms of reactions catalyzed by enzymes, coenzymes, and by chemical catalysts. Effects of salt and denaturing agents on proteins. Mechanisms, catalysis and equilibria of reactions of "energy-rich" compounds of importance in biochemistry and chemistry.

Professor Lawrence Levine: Immunochemistry. Antibodies as analytical reagents for measuring antigen conformation and pharmacologically important molecules.

Professor John M. Lowenstein: Metabolic regulation of carbohydrate utilization and fat synthesis. The interaction of metabolic pathways. Regulation and function of the purine nucleotide cycle; regulation of adenosine production in heart.

Professor Susan Lowey: Structure and function of myofibrillar proteins and their relation to the muscle cell. Techniques will include physical chemistry, protein chemistry, fluorescence and electron microscopy.

Professor Alfred G. Redfield: Magnetic resonance in biopolymers. Physical biochemistry.

Professor Serge N. Timasheff: Physical chemistry of proteins, in particular, structure in solution and self-associations; self-assembling systems; ligand-mediated interactions; macromolecular properties of biological polymers.

Professor Helen Van Vunakis: Interaction of hallucinogenic, narcotic and carcinogenic compounds with specific antibodies and natural receptors. Protein structure. Photodynamic action of dyes on nucleic acids.

Associate Professor Thomas C. Hollocher, Jr.: Role and mechanism of action of oxidation-reduction enzymes. Mechanism of denitrification. Biochemical aspects of environmental problems.

Associate Professor William T. Murakami: Biochemistry of virus infection. Metabolism of virus-infected cells. Purification and characterization of animal viruses.

Associate Professor Robert F. Schleif: Molecular biology. Mechanism of regulation in bacteria and their viruses.

Associate Professor Morris Soodak: Aspects of the metabolism of the thyroid gland. Mechanism of iodination and the mode of action of the goitrogenic drugs are being investigated in cell-free preparations of thyroid tissues.

Assistant Professor Jen-Shiang Hong: Molecular biology of membrane functions and structure. Mechanism of active transport and oxidative phosphorylation in bacteria.

Assistant Professor Christopher Miller: Cellular physiology and biophysics. Membrane transport and mechanisms of electrical excitation.

Assistant Professor Pieter Wensink: Molecular biology. Gene expression during development of higher organisms. The physical arrangement of genes within the DNA and the chromosomes of higher organisms.

Degree Requirements

Doctor of Philosophy

Program of Study. Each doctoral candidate must satisfactorily complete the following fundamental courses: advanced biochemistry, biochemical techniques, physical biochemistry and biochemical research problems, and four of the biochemistry seminars.

Language Requirement. A reading knowledge of German is required. This language requirement must be completed satisfactorily prior to the oral qualifying examination.

Qualifying Examinations. An oral qualifying examination must be taken generally at the beginning of the second year. In this examination, the student will be asked to defend or refute two propositions. One proposition will be assigned in an area of research outside the student's immediate area of specialization, and one will be an original proposition put forth by the student for a research problem in his or her area of interest (this is not necessarily a problem upon which he or she will carry out research).

In addition, the student will have an opportunity to demonstrate general knowledge of biochemistry in a series of three area examinations: physical biochemistry and macromolecules, metabolism and enzymology, and molecular biology. Students are expected to have taken three examinations by the end of the third year; two of these

must be taken by the end of the second year. This general knowledge outside the student's own field of specialization must be demonstrated to the satisfaction of an advisory committee of four Department faculty members.

At this time it will be decided whether a student will continue working towards the Ph.D. degree or a Master of Arts degree.

Admission to Candidacy. At some time before the second semester of their third year, students will present to a committee of four members of the Department a summary of their research accomplished to date, including the most significant experimental data and detailed plans for the completion of a research project. The committee will recommend whether the research project should be continued as a partial fulfillment of the requirements for the Doctor of Philosophy degree. After completion of the research report and the three area examinations at a level satisfactory for the Ph.D. degree, the student will be admitted to candidacy.

Dissertation and Defense. A dissertation will be required which summarizes the results of an original investigation of an approved subject and which demonstrates the competence of the candidate in independent research.

Courses of Instruction

BIOCHEMISTRY 100a. Introductory Biochemistry

Chemistry, reactions and metabolism of biologically important compounds. Formation and utilization of "energy-rich" compounds. Introduction to enzyme mechanisms. An attempt will be made to interrelate and compare basic biochemical and chemical processes. Metabolic regulation.

Prerequisite: Chemistry 25a and b.

Section 1: *Messrs. Abeles and Jencks*

Section 2: *Mr. Hollocher*

BIOCHEMISTRY 100aR. Introductory Biochemistry

See Biochemistry 100a.

Messrs. Wensink and Murakami

BIOCHEMISTRY 101a and b. Advanced Biochemistry

A discussion of enzyme reactions including energetics, kinetics, and reaction mechanism. Metabolism of carbohydrates, lipids, amino acids, nucleic acids, vitamins and coenzymes, hormones and inorganic substances. Coupled enzyme reactions, such as oxidative phosphorylation, and the synthesis of macromolecules such as glycogen, protein and the nucleic acids. Regulated enzymes and the regulation of metabolism.

Prerequisites: Chemistry 25a and b, Biochemistry 100a or their equivalent.

Mr. Abeles and Staff

BIOCHEMISTRY 103a. Advanced Molecular Biology

The fundamental principles of molecular biology will be stressed with respect to nucleic acid biosynthesis, structure, and physiological involvement. In addition, a description of events dealing with control of genetic information will be outlined.

Mr. Schleif

BIOCHEMISTRY 104b. Introduction to Physical Biochemistry

Discussion of physical methods; molecular weight measurements; polyelectrolyte properties; thermodynamics of macromolecular interactions; solvent effects; principles of folding; structural and conformational analyses by various spectroscopic and X-ray techniques.

Mr. Timasheff and Staff

BIOCHEMISTRY 200. Biochemistry Techniques

Prerequisite: Biochemistry 101. May be taken concurrently.

Mr. Miller and Staff

Seminars

One or two seminars will be given each semester. Each student will present an oral and written report on one aspect of the following topics:

BIOCHEMISTRY 216b. Molecular Biology of Higher Organisms

Mr. Wensink

BIOCHEMISTRY 217a. Regulatory Mechanisms

Mr. Schleif

BIOCHEMISTRY 221a. Hormonal and Non-Hormonal Regulation of Metabolism

Mr. Lowenstein

BIOCHEMISTRY 231b. Molecular Aspects of Membrane Phenomena

Mr. Miller

BIOCHEMISTRY 401-418. Biochemical Research Problems

Independent research for the Ph.D. degree.

401. Mr. Jencks	408. Mr. Wensink	414. Mr. Murakami
402. Mr. Levine	409. Ms. Lowey	415. Mr. Schleif
404. Mr. Timasheff	410. Mr. Soodak	416. Mr. Redfield
405. Mr. Abeles	411. Ms. Van Vunakis	417. Mr. Hong
406. Mr. Fasman	412. Mr. Freifelder	418. Mr. Miller
407. Mr. Lowenstein	413. Mr. Hollocher	

Journal Club, Colloquia, and Research Clubs

In addition to the formal courses announced above, all graduate students are encouraged to participate in the Department's Journal Club and colloquia. The Journal Club is an informal meeting of the students, staff and post-doctoral fellows, at which recent publications are discussed. Colloquia are general meetings of the Department in which both speakers from the Department and guest speakers will present their current investigations. Research clubs are organized by various research groups of the Department.



BIOLOGY

Objectives

The graduate program in biology is designed to give students an understanding of the fundamental nature of living processes, and to train them to undertake original research.

The Department rarely admits a graduate student who desires a master's degree. Such candidates may, however, be admitted at the discretion of the faculty as exceptional cases. A Master of Arts degree may be granted on completion of a designated program to be arrived at after consultation with the graduate adviser.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology at this institution. These are: general biology, genetics, cell physiology, developmental biology, and at least two additional elective courses. Students who are deficient in some of these subjects, but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

It is strongly recommended that applicants take the Graduate Record Examination.

On being admitted to the Biology Department, graduate students will report to the temporary graduate student adviser who will assist the student with formal entry into the department and later with their programs.

An important part of graduate training consists of laboratory experience. Since the summer months provide an opportunity for such work, unbroken by courses and other responsibilities, it is customary for graduate students to spend their summers doing research. In recognition of this, the Biology Department provides summer stipends for its full-time graduate students.

Faculty

Professor Andrew G. Szent-Gyorgyi, *Chairman*: Mechanism of muscle contraction. Regulation of contractile proteins in both primitive and more advanced animals.

Professor Carolyn Cohen (Rosenstiel Center): Structure and function of protein assemblies in cells. X-ray diffraction and electron microscopy applied to muscle contraction, cell division and blood coagulation.

Professor Herman T. Epstein: Developmental changes in the brain in relation to learning in man and mouse.

Professor Chandler M. Fulton: Cell differentiation and selective gene expression in eucaryotic cells. Morphogenesis of cell shape and of cell organelles, especially flagella.

Professor Martin Gibbs (Photobiology Institute): Photosynthesis and plant physiology.

Professor Harlyn O. Halvorson (Director, Rosenstiel Center): Developmental changes in microorganisms. Control of macromolecular synthesis during the cell cycle and during sporulation in bacillus.

Professor Albert Kelner (Photobiology Institute): Genetics. Microbial genetics. Radiation biology.

Professor Alfred Nisonoff (Rosenstiel Center): Immunochemistry. Genetic control of the immune response.

Professor Jerome A. Schiff (Director, Photobiology Institute): Plant biochemistry and physiology. Photocontrol of intracellular development. Sulphur metabolism.

Associate Professor James E. Haber (Rosenstiel Center): Control of meiosis sporulation-specific events in the yeast *Saccharomyces cerevisiae*. Genetic and biochemical studies of macromolecular synthesis, especially during development.

Associate Professor Jeffrey C. Hall: Genetic and histochemical mosaic analysis of behavior mutants of *Drosophila melanogaster*.

Associate Professor Attila O. Klein: Regulation of development in higher plants by light. Control of growth, organelle development and macromolecular synthesis in the leaf.

Assistant Professor L. Edward Cannon (Rosenstiel Center): Structure and genetic control of antibodies. Primary structure and function of proteins.

Assistant Professor Kathleen M. Karrer: Molecular analysis of germ line development.

Assistant Professor John E. Lisman: Mechanisms of excitation and adaptation in photoreceptors.

Assistant Professor Eve E. Marder: Neurotransmitter-Receptor Interactions, using a combination of physiological, pharmacological and biochemical approaches.

Assistant Professor Joan L. Press (Rosenstiel Center): Developmental immunology.

Assistant Professor Michael Rosbash (Rosenstiel Center): Gene organization in eucaryotes. Macromolecular synthesis during oogenesis.

Assistant Professor Robert D. Stout (Rosenstiel Center): Cellular immunology.

Assistant Professor Judith E. Tsipis: Virology.

Assistant Professor Lawrence J. Wangh: Control of gene activity, purification of estrogen receptors and Vitellogenin synthesis.

Assistant Professor Kalpana P. White: Developmental neurobiology.

Degree Requirements

At least one year of teaching experience is required of all degree candidates.

Master of Arts

Program of Study. The program leading to the M.A. degree in biology focuses primarily on the research capability of the student. Specifically, the primary requirement for the degree is the completion of a thesis based on original laboratory work which is acceptable to the Department. In general, the preparation for an original research problem will necessitate the enrollment of a student in course work. The specific number and types of courses will vary, depending on the ultimate research problem, and will be prescribed by the department. The candidate must, however, complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of eight half-courses of approved study.

By the end of the first year, each graduate student will choose a specific field of interest and will apply to the chairman of the department for a permanent adviser to be assigned by the department. This adviser will serve as the chairman of a committee of at least three departmental staff members, which will advise the student on courses to be taken and guide him or her throughout the thesis problem.

The thesis requirement may be waived under exceptional circumstances only with the approval of the department staff.

Language requirement. All candidates are required to demonstrate a reading knowledge of French, German, or another foreign language acceptable to the depart-

ment. An examination demonstrating reading ability in the foreign language must be taken prior to the completion of thesis work.

Qualifying Examination. At the discretion of the student's advisory committee, a qualifying or comprehensive examination may be required.

Doctor of Philosophy

Program of Study. All students will be expected to obtain a knowledge of the principles and techniques of the areas of genetics, morphology, physiology and development before taking the qualifying examination. The background a student is expected to have in these areas is equivalent to the course contents of Biology 101b, 200a and b, 202a, 204b, and Biochemistry 100a, 101. Entering students will be encouraged to take Biology 300a and b. The student will be expected also to have additional background in his or her area of specialization as well as experience in seminar and research courses to be designated.

Each student will choose his or her specific field of interest and will apply to the chairman of the department for a permanent adviser to be assigned by the department before the end of the second year. The adviser will assist the student in planning a well-balanced program in his or her specific field of interest. In addition, the adviser will ordinarily serve as the chairman of the student's proposition committee, proposition examining committee and dissertation examining committee.

Language requirement. A reading knowledge of French, German, or another language acceptable to the department, is required. This requirement must be met before the student completes the first year of graduate study.

Qualifying Examination. Ordinarily this examination will be taken on the recommendation of the student's adviser and should be completed before active dissertation work is initiated. The student's major adviser will appoint two other faculty members to serve as the student's proposition committee. The student will submit seven propositions encompassing the four core areas with no more than two propositions in any one area. Each proposition should be a proposal or hypothesis subject to debate. The proper form in which the propositions are to be submitted will be designated by the department. (See department secretary for suggested format and instructions.) The student will be examined orally on at least three of the seven acceptable propositions by the three members of the propositions committee plus two additional faculty members.

Admission to Candidacy. To be admitted to candidacy, the student must have (a) passed the foreign language examination, (b) passed the qualifying examination, (c) shown a capacity for independent research, (d) been accepted by a graduate adviser.

Dissertation and Defense. Each student will conduct an original investigation. *It is strongly recommended that the dissertation research be deferred until the student has fulfilled requirements for admission to candidacy.* With the approval of the student's adviser, however, research courses may be elected at any time. After admission to candidacy, a dissertation committee will be appointed by the chairman of the department. It will consist of at least three staff members headed by the student's permanent adviser. This committee must approve the candidate's subject of research, will guide his or her research activities toward the doctoral dissertation and, in addition, will read and evaluate the completed dissertation. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation.

Courses of Instruction

BIOLOGY 100a and b. Photobiology

See Photobiology 100 a and b.

Messrs. Gibbs, Kelner and Schiff

BIOLOGY 102b. Structural Biology

An introduction to the physical concepts underlying cell architecture and function. The first part of the course covers essential background including symmetry and assembly, methods of image formation (light and electron microscopy and X-ray diffraction), and protein structure. Biological systems then discussed will be protein assemblies governing cell form and division, muscle filaments and movement, membranes and chromatin. This course is designed for juniors and seniors majoring in the sciences and for first year graduate students. *Ms. Cohen*

BIOLOGY 107a. Behavioral Genetics

Development and function of the nervous system, studied through genetic changes which influence behavior. Behavior mutants in organisms, ranging from those as simple as bacteria, to those as complex as mammals, are surveyed. The effects of the mutants on the physiology, the neurochemistry, the neuroanatomy, and the embryology of these organisms are analyzed with the aim of deducing the control of behavior by the genes identified with these mutants. *Mr. Hall*

BIOLOGY 124b. Animal Virology

A series of lectures and readings, with student participation, on some aspects of animal virology. Topics to be covered are: techniques and inhibitors used in virology; general survey of the structure and replication of the animal viruses; brief discussion of medical aspects of virology. *Ms. Tsipis*

BIOLOGY 125a. Introductory Immunobiology

A discussion of the biological aspects of the immune response. Topics to be covered include antibody structure, function; properties and characteristics of the cells involved in cell-mediated immunity, transplantation immunity, allergy, and humoral immunity; tolerance and the cellular perception of self and non-self; generation of antibody diversity; regulatory mechanisms involved in cell interaction, including suppression and genetic control; and aspects of tumor immunity.

Messrs. Stout and Nisonoff

BIOLOGY 130b. Biophysics of Excitable Membranes

An in-depth examination of the mechanism underlying action potentials and synaptic potentials. *Mr. Lisman*

BIOLOGY 141aR. Physical Biology

Modelling of biological systems; radiation biology; introduction to treatment of experimental data; theoretical biology; brain and behavior development.

Mr. Epstein

BIOLOGY 150aR. Gene Structure and Function

A course designed to describe and explore recent findings on the organization and expression of genes in higher organisms. Emphasis will be placed on 1) recent results due to DNA technology, and 2) methodology — cloning, molecular biological techniques, nucleic acid hybridization, DNA sequencing, electromicroscopy, etc. The course will be largely a lecture course although student participation will be required. All reading from current literature. *Mr. Rosbash*

BIOLOGY 175b. Advanced Immunobiology

Recent advances in immunobiology. The format will include lectures to introduce the subject material and a detailed analysis with student participation of papers in the current literature. Topics which will be considered include: lymphocyte subsets-differentiation, heterogeneity, function, phenotypes, and antigen receptors; requirements for and mechanisms of lymphocyte activation by antigen; the regulatory mechanisms permitting/preventing immune responsiveness; genetic restrictions in lymphocyte interactions, with emphasis on the role of genes in the species' major histocompatibility complex; and the cellular basis for transplantation and tumor immunity.

Permission of instructor required.

Ms. Press

BIOLOGY 180b. Cell Morphogenesis

Investigation of mechanisms different cells use to maintain their specific shape, change shape, and move. The relation of shape and movement to cell division and differentiation, the morphogenesis of tissues and embryos, and the transformation of cells to malignancy will be considered. This broad topic, from the biochemistry of structural proteins to the geometry of cell form, will be explored by examining well-studied examples. Most of the reading will be research papers, and class participation is expected.

Mr. Fulton



BIOLOGY 200a. Molecular and Cellular Basis of Development

This course will deal with possible mechanisms controlling gene expression in microorganisms and eukaryotic cells. Emphasis will be placed on control of eukaryotic cells during growth, differentiation and development. The participants will study specific papers in this area and their conclusions concerning the validity of the concepts and data will be discussed in a tutorial forum.

Mr. Hall

BIOLOGY 245a. Selected Topics in Plant Metabolism

See Photobiology 245a.

Mr. Gibbs

BIOLOGY 245b. Comparative Physiology and Biochemistry of Plants

See Photobiology 245b.

Mr. Schiff

Courses in Research

BIOLOGY 300a and b. Biological Research

Primarily for the first year student with the purpose of introducing him or her to biological research and to the work in progress in the laboratories of a number of faculty members. In consultation with the graduate adviser, the student plans a sequence of such tenures, each comprising six weeks or more, and then carries out experimental investigations under the guidance of the faculty members involved.

Staff

BIOLOGY 400. Biophysics of Microorganisms

Mr. Epstein

BIOLOGY 401. Structure and Genetic Control of Antibodies

Primary Structure and Function of Proteins

Mr. Cannon

BIOLOGY 402. Molecular Biology of Microorganisms

Mr. Halvorson

BIOLOGY 403. Immunochemistry: Genetic Control of the Immune Response

Mr. Nisonoff

BIOLOGY 404. Developmental Neurobiology

Ms. White

BIOLOGY 405. Cell Differentiation and Morphogenesis

Mr. Fulton

BIOLOGY 406. Neurophysiology

Ms. Marder

BIOLOGY 407. Structural Aspects of Contractile Systems, Cell Division and Blood Coagulation

Ms. Cohen

BIOLOGY 408. Behavioral Genetics

Mr. Hall

BIOLOGY 409. Biophysics of Visual Transduction

Mr. Lisman

BIOLOGY 410. Plant Development

Mr. Klein

BIOLOGY 411. Gene Control in Vitellogenin

Mr. Wangh

BIOLOGY 413. General Physiology

Mr. Szent-Gyorgyi

BIOLOGY 414. Gene Organization in Eukaryotes. Macromolecular Synthesis During Oogenesis	<i>Mr. Rosbash</i>
BIOLOGY 415. Biochemistry and Genetics of Differentiation	<i>Mr. Haber</i>
BIOLOGY 416. Molecular Analysis of Germ Line Development	<i>Ms. Karrer</i>
BIOLOGY 417. Cellular Immunology	<i>Mr. Stout</i>
BIOLOGY 418. Developmental Immunology	<i>Ms. Press</i>

Biology Journal Clubs

There will be a number of informal Journal Clubs which will deal with various topics of concern to the various specialities. These will meet regularly under the auspices of the staff. Students, depending upon their individual needs, may be required to attend.

INSTITUTE FOR PHOTOBIOLOGY OF CELLS AND ORGANELLES

Objectives

The graduate program of the Institute is designed to give students an understanding of the photobiology of cells and organelles as part of the fundamental nature of living processes, and to train them to undertake original research in these areas.

The Institute rarely admits a graduate student who desires a master's degree. Such candidates may, however, be admitted at the discretion of the faculty as exceptional cases. A Master of Arts degree may be granted on completion of a designated program to be arrived at after consultation with the graduate adviser.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology or biochemistry at this institution. These are: general biology, genetics, cell physiology and biochemistry, developmental biology, and at least two additional elective courses. Students who are deficient in some of these subjects but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies, must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

It is strongly recommended that applicants take the Graduate Record Examination.

On being admitted to the Institute, graduate students will be advised and aided in planning their programs.

An important part of graduate training consists of laboratory experience. Since the summer months provide an opportunity for such work, unbroken by courses and other responsibilities, it is customary for graduate students to spend their summers doing research.

Faculty

Professor Jerome A. Schiff, Director: Plant biochemistry and physiology. Photo-control of intracellular development. Sulphur metabolism.

Professor Martin Gibbs: Photosynthesis and plant physiology.

Professor Albert Kelner: Genetics. Microbial genetics. Radiation biology.

Degree Requirements

At least one year of teaching experience is required of all degree candidates.

Master of Arts

Program of Study. The program leading to the M.A. in biology focuses primarily on the research capability of the student. Specifically, the primary requirement for the degree is the completion of a thesis based on original laboratory work which is acceptable to the Institute. In general, the preparation for an original research problem will necessitate the enrollment of a student in course work. The specific number and types of courses will vary, depending on the ultimate research problem, and will be prescribed by the Institute. The candidate must, however, complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of eight half-courses of approved study.

By the end of the first year, each graduate student will choose a specific field of interest and will apply to the Director of the Institute for a permanent adviser to be assigned by the Institute. This adviser will serve as the chairman of a committee which will advise the student on courses to be taken and guide him or her throughout the thesis problem.

The thesis problem may be waived under exceptional circumstances and only with the approval of the Institute staff.

Language Requirement. All candidates are required to demonstrate a reading knowledge of French, German, or other foreign language acceptable to the Institute. An examination demonstrating reading ability in the foreign language must be taken prior to the completion of thesis work.

Qualifying Examination. At the discretion of the student's advisory committee, a qualifying or comprehensive examination may be required.

Doctor of Philosophy

Program of Study. All students will be expected to obtain a knowledge of the principles and techniques of the areas of genetics, morphology, physiology and biochemistry, and development, as well as courses in physics, and chemistry related to photobiology, before taking the qualifying examination. The student will be expected also to have additional background in his or her area of specialization as well as experience in seminar and research courses to be designated.

Each student will choose his or her specific field of interest and will apply to the Director of the Institute for a permanent adviser to be assigned by the Institute before the end of the second year. The adviser will assist the student in planning a well-balanced program in his or her specific field of interest. In addition, the adviser will ordinarily serve as the chairman of the student's proposition committee, proposition examining committee and dissertation examining committee.

Language Requirements. A reading knowledge of French, German or another language acceptable to the Institute is required. This requirement must be met before the student completes the first year of graduate study.

Qualifying Examination. Ordinarily this examination will be taken on the recommendation of the student's adviser and should be completed before active dissertation work is initiated. The student's major adviser will appoint two other faculty members to serve as the student's proposition committee. The student will submit four propositions encompassing the four core areas with no more than two propositions in any one area. Each proposition should be a proposal or hypothesis subject to debate. The proper form in which the propositions are to be submitted will be designated by the Institute. The student will be examined orally on at least three of the acceptable propositions by the three members of the propositions committee plus additional faculty members as needed.

Admission to Candidacy. To be admitted to candidacy, the student must have (a) passed the foreign language examination, (b) passed the qualifying examination, (c) shown a capacity for independent research, (d) been accepted by a graduate adviser.

Dissertation and Defense. Each student will conduct an original investigation. *It is strongly recommended that the dissertation research be deferred until the student has fulfilled requirements for admission to candidacy.* With the approval of the student's adviser, however, research courses may be elected at any time. After admission to candidacy, a dissertation committee will be appointed by the Director of the Institute. It will consist of at least three staff members headed by the student's permanent adviser. This committee will guide his or her research activities toward the doctoral dissertation and will read and evaluate the completed dissertation. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation.

Courses of Instruction

PHOTOBIOLOGY 100a and b. Photobiology of Cells and Organelles

Basic photobiology including an introduction to the physical and chemical concepts involved, the influence of the changing solar spectrum on the course of evolution, the catalytic uses of light by living systems including photoperception (phototropism, phototaxis and the evolution of visual systems), photomorphogenesis (blue light and re-far red systems), photoinduced rhythms, and other biological responses to light, energy storage including the photosynthetic apparatus, membranes and reaction centers, photosynthetic electron transport and phosphorylation, photosynthetic carbon metabolism and photoreduction, utilization of assimilatory power in reductive reactions, the deleterious effects of light including photodynamic action, photoprotection, erythral effects, ultraviolet damage to the genetic material and its photorepair and the evolution of repair systems and medical applications.

Prerequisites: Cell biology or its equivalent. Permission of the instructor.

Messrs. Gibbs, Kelner and Schiff

PHOTOBIOLOGY 245a. Selected Topics in Plant Metabolism

A discussion of those areas of physiology and biochemistry to which plants lend themselves as experimental objects. Conspicuous examples are photosynthesis, photomorphogenesis, nitrogen fixation, and the biosynthesis of natural products such as anthocyanins, flavonoids, isoprenoids, phenols, terpenes, etc.

Prerequisite: Permission of the instructor.

Mr. Gibbs

PHOTOBIOLOGY 245b. Comparative Physiology and Biochemistry of Plants

A continuation of Photobiology 245a.

Prerequisite: Permission of the instructor.

Mr. Schiff

PHOTOBIOLOGY 401. Photobiological Aspects of Genetics and Microbiology	<i>Mr. Kelner</i>
PHOTOBIOLOGY 406. Photobiology and Plant Physiology	<i>Mr. Schiff</i>
PHOTOBIOLOGY 412. Photobiochemistry and Plant Metabolism	<i>Mr. Gibbs</i>

Institute Journal Clubs

There will be a number of informal Journal Clubs which will deal with various topics of concern to the various specialties. These will meet regularly under the auspices of the staff. Students, depending upon their individual needs, may be required to attend.

BIOPHYSICS

Objectives

The interdepartmental graduate program in biophysics, leading to the degree of Doctor of Philosophy, is designed to provide a broad background in the physics and chemistry of living processes and to develop the students' capacity for independent research. The program offers opportunity for study and research in biophysical chemistry, cellular physiology, molecular genetics, photobiology, psychophysics and structural biology. Applicants are expected to have strong backgrounds in physical science with undergraduate concentrations in biology, chemistry, mathematics, physics or engineering.

Admission

The general requirements for admission to the Graduate School are given in an earlier section of this catalog. Applications should include, in addition to letters of reference, a personal statement giving reasons for choosing biophysics and indicating areas of interest. Applicants are required to take the Graduate Record Examination and are encouraged to visit Brandeis for interviews, if possible.

Faculty Advisory Committee

Associate Professor Bruce M. Foxman (Chemistry), *Chairman*; Professor Donald L. D. Caspar (Physics), Professor Serge Timasheff (Biochemistry), Assistant Professor John E. Lisman (Biology), Assistant Professor Christopher Miller (Biochemistry).

The faculty of the Biophysics Program is composed of members of the Biochemistry, Biology, Chemistry and Physics departments. About twenty faculty members participate in this graduate program.

Degree Requirements

Doctor of Philosophy

Program of Study. Since Biophysics is a very broad field and students may have widely different backgrounds and goals, the course of study is flexible. During the first year students take Biophysics 300, a course in which students meet with selected faculty members to explore areas of research. Students are also required to successfully complete Biophysics 200b. In addition, students generally complete the following courses: Advanced Biochemistry (Biochemistry 101a), Introduction to Physical Biochemistry

(Biophysics 104b), Structural Biology (Biophysics 102b) and Biophysical Optics (Biophysics 101a). Courses to complete the student's program will depend on the student's background and interests. The additional courses can be in the areas of biochemistry, biology, biophysics, chemistry, mathematics, photobiology or physics.

Language Requirements. Reading knowledge of two foreign languages, chosen from French, German and Russian. A knowledge of computer programming may be substituted for the second language.

Admission to Candidacy. Students are admitted to candidacy on the basis of academic performance and on research proposals that they develop and defend, generally during the second year of study. Students must pass Biophysics 200b in order to qualify for admission to candidacy.

Dissertation and Defense. Each doctoral candidate will submit a dissertation describing his or her research and will be required to defend it in a Final Oral Examination.

Courses of Instruction

BIOPHYSICS 100a and b. Photobiology of Cells and Organelles

See Photobiology 100a and b.

Messrs. Gibbs, Kelner and Schiff

***BIOPHYSICS 101a and b. Biophysical Optics**

BIOPHYSICS 102b. Structural Biology

See Biology 102b.

Ms. Cohen

BIOPHYSICS 104b. Introduction to Physical Chemistry

See Biochemistry 104b

Mr. Timasheff and Staff

BIOPHYSICS 130b. Biophysics of Excitable Membranes

An in-depth examination of the mechanism underlying action potentials and synaptin potentials.

Mr. Lisman

BIOPHYSICS 152b. Biological Assembly

See Physics 152b.

Mr. Caspar

BIOPHYSICS 180b. Cell Morphogenesis

Mr. Fulton

BIOPHYSICS 200b. Seminar in Biophysical Research

A required seminar for Biophysics majors which will deal with current biophysical research. Emphasis is on the understanding, critical evaluation and use of scientific literature. Students will discuss topics from the areas of biophysical chemistry, cellular physiology, molecular genetics, photobiology, and structural biology, based on the reading of significant articles. In consultation with the faculty, each student will develop a research proposition based on independent reading and will prepare a research plan in the form of a thesis proposal.

Open to graduate students in other sciences with permission of the instructor.

Mr. Caspar

BIOPHYSICS 229b. Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination

See Chemistry 229b.

Mr. Foxman

BIOPHYSICS 231b. Molecular Aspects of Membrane Phenomena

See Biochemistry 231b.

Mr. Miller

BIOPHYSICS 300. Introduction to Research in Biophysics

Students carry out a project in the research laboratory of one of the faculty members. Projects and faculty are selected from the departments of biochemistry, biology, chemistry and physics and the Institute of Photobiology. At least three terms of Biophysics 300 are required.

Staff

CHEMISTRY

Objectives

The graduate program in chemistry, comprising course work, seminar participation, and research, is designed to lead to a broad understanding of the subject. The graduate program leads to the M.A. and Ph.D. degrees in chemistry. The Ph.D. is offered with specializations in inorganic, organic, physical and physical-organic chemistry and in chemical-physics. (Detailed information on the interdisciplinary specialization in chemical physics is found on page 67). All students will be required to demonstrate knowledge in advanced areas of inorganic, organic and physical chemistry. The doctoral program is designed to be flexible so that individual programs of study may be devised to satisfy the particular interests and needs of each student. In each case this program will be decided by joint consultation between the student and the Departmental Committee of Graduate Studies and the thesis supervisor when selected. The doctoral program will normally include a basic set of courses in the student's own area of interest, to be supplemented by advanced courses in chemistry and, where appropriate, in biochemistry, biology, mathematics and physics.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. In addition, the undergraduate curriculum of applicants should include courses in physics and mathematics (differential and integral calculus), and courses in general and inorganic, analytical, organic and physical chemistry.

Admission to advanced courses will be based upon results of a qualifying examination in each of these areas of chemistry, which will be taken upon entrance. These examinations will determine if the student shall be required to make up deficiencies in preparation. The results of the qualifying examinations will be considered in the assignment of awards for the subsequent years of graduate study and in determining a student's eligibility to continue in a degree program.

Faculty

Professor James B. Hendrickson, *Chairman*: Synthesis of natural products; synthesis design systematics and development of new synthetic reactions.

University Professor Saul G. Cohen: Chemistry of free radicals; organic photochemistry; specificity and mechanism of reactions of enzymes.

- Professor Paul B. Dorain:** Electron paramagnetic resonance; exchange interactions, electron phonon interactions and optical spectra of crystalline materials.
- Professor Sidney Golden:** Quantum theory of chemical kinetics; many body problems and atomic and molecular structure; statistical mechanics of ion solvation; physical chemistry of metal-ammonia solutions; equilibrium and time-dependent quantum statistical inequalities; exact time-dependent quantum properties.
- Professor Ernest Grunwald:** Infrared laser chemistry; electronic spectra of vibrationally excited molecules; protonic conduction in polymer films; solvation in polar liquid solutions.
- Professor Kenneth Kustin:** Inorganic biochemistry; vanadium in tunicate blood cells, and human tissues; membrane transport; fast reactions.
- Professor Henry Linschitz:** Reactions of excited molecules; stabilization of free radicals; photo-ionization in solution; properties of solvated electrons; metal complexes; physical mechanisms of photobiological processes.
- Professor Myron Rosenblum:** Chemistry of organometallic complexes of the transition elements; new methods in organic synthesis employing organometallic complexes.
- Professor Colin Steel:** Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions; photophysics and photochemistry of infrared laser-induced reactions.
- Professor Robert Stevenson:** Isolation and structure of natural products; lignan synthesis; molecular rearrangements in triterpenoids and steroids.
- Associate Professor Iu-Yam Chan:** Optically detected magnetic resonance; time resolved magnetic resonance, EPR and ENDOR.
- Associate Professor Irving R. Epstein:** Use of quantum mechanics to elucidate molecular properties; theoretical approaches to Compton scattering; borane and carborane chemistry; oscillating chemical reactions and biochemical kinetics.
- Associate Professor Bruce M. Foxman:** X-ray structure determination; chemical, physical and crystallographic studies of solid-state reactions.
- Associate Professor Michael J. Henchman:** Gas kinetics under "single collision" conditions; dynamics of molecular collision processes.
- Associate Professor Peter C. Jordan:** Statistical mechanics and thermodynamics with applications to cooperative phenomena and membrane process.
- Associate Professor Philip M. Keehn:** Synthetic methods, organic synthesis of strained rings and theoretically interesting molecules; applications of nmr spectroscopy to organic systems; photooxidation; pure and applied laser systems.
- Associate Professor Thomas R. Tuttle, Jr.:** Chemistry of liquid solutions; the composition and structures of species in metal solutions in polar solvents; application of spectroscopy, e.g., magnetic resonance, optical and spectropolarimetry, to elucidation of the composition and structure of solutions.
- Assistant Professor Louis S. Stuhl:** Organometallic synthesis, catalysis and mechanism; novel ligands and oxidation states in organometallic complexes, and applications to organic synthesis.

Degree Requirements

Detailed information on the interdisciplinary specialization in chemical physics is found on page 67).

Entering students may be admitted to either the master's or the doctoral program.

All candidates for advanced degrees are required to meet the following requirements:

Qualifying Examination. These examinations are set twice a year, in September and January, and are based on the undergraduate chemistry curriculum. Students are required to take and are expected to pass qualifying examinations in organic, inorganic-analytical and physical chemistry during their first year.

Recommendations with respect to the first-year course of study will be based on the performance on the qualifying examinations. Admission to the graduate degree programs will be based on the student's record in course work during the first year and the performance on the qualifying examinations.

Language Requirements. Each student is obliged to demonstrate a useful reading knowledge of scientific French, German or Russian within the first two years of residence.

Seminar. Each student in residence is required to attend and participate in the seminar in his or her chosen area of concentration throughout the period of graduate study.

Teaching. It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Master of Arts

Program of Study. Each candidate is required to complete successfully one year of study at the graduate level in chemistry, or, with prior permission of the Departmental Graduate Studies Committee, in related fields. The program will include laboratory work and, normally, six semester courses at the graduate level. The detailed program of study will be one jointly arrived at by the candidate and the Graduate Studies Committee to reflect the candidate's area of interest as well as a perspective of other areas.

Residence Requirements: The minimum residence requirement for the M.A. degree is one year.

Doctor of Philosophy

Program of Study. A balanced program of study will be prepared jointly by the student and the Departmental Graduate Studies Committee. This will normally include a basic core of course work in the student's area of interest and later more specialized courses appropriate to it. It is expected that doctoral students will choose a research adviser during the first year, normally in the second semester. A student who satisfactorily completes the first year of study in the doctoral program qualifies for the master's degree.

Admission to Candidacy. A student is recommended for admission to candidacy for the doctoral degree upon certification by his or her thesis adviser and the Graduate Studies Committee that the student has satisfied the qualifying and language examination requirements and has made satisfactory progress in the program of study, research and the final Ph.D. examinations.

Final Examinations. The graduate student must demonstrate proficiency by taking final examinations in his or her major field: organic, physical-organic, physical, or inorganic chemistry. In organic chemistry, students are required to pass six cumulative examinations, given monthly on unannounced topics. Students normally begin these examinations after they begin research and are expected to maintain reasonable progress toward completion. In physical-organic chemistry, final examinations are administered twice a year and are based on assigned readings. Students must pass three of

these examinations and must maintain satisfactory progress toward this end. In physical chemistry and inorganic chemistry, generally during the third semester of graduate work, the student is assigned a set of propositions. In physical chemistry the set consists of three propositions; the student takes a written examination on one proposition and is examined orally on the remaining two. In inorganic chemistry the student is assigned two propositions; he or she takes a written examination on one proposition, and is examined orally on his or her proposed research project and the remaining proposition.

Residence Requirements. The minimum residence requirement for the Ph.D. degree is two years.

Dissertation and Defense. A dissertation is required which describes the results of an original investigation and which demonstrates the competence of the candidate in independent investigation, critical ability and effectiveness of expression. An oral defense of the dissertation will be held.

Courses of Instruction

***CHEMISTRY 110b. Instrumental Chemical Analysis**

CHEMISTRY 121a. Inorganic Chemistry I, Lectures

Introduction to the principles of chemical binding; valence theory, periodic properties, symmetry, ionic and molecular structures. Application chiefly to the chemistry of the transition elements.

Prerequisite: Satisfactory grade in an undergraduate course in physical chemistry.
Three lecture hours a week. *Mr. Foxman*

***CHEMISTRY 129b. Inorganic Chemistry Laboratory**

CHEMISTRY 130a. Advanced Organic Chemistry: Structure

Introduction to group theory and its application to molecular orbital theory and spectroscopy. *Mr. Rosenblum*

***CHEMISTRY 131a. Advanced Organic Chemistry: Topics in Structure and Reactivity**

CHEMISTRY 132b. Advanced Organic Chemistry: Spectroscopy

Application of physical and spectroscopic methods to the elucidation of structure and stereochemistry of organic compounds.

Prerequisite: Satisfactory grade in Chemistry 130a or permission of instructor.

Mr. Stuhl

CHEMISTRY 133a. Advanced Organic Chemistry: Mechanisms

Kinetics, stereochemistry and mechanisms of selected organic reactions.

Prerequisites: Satisfactory grade in undergraduate courses in organic and physical chemistry. *Mr. Stuhl*

CHEMISTRY 134bR. Advanced Organic Chemistry: Synthesis

Systematic design of organic syntheses, including a survey of reaction for construction and functionalization of organic molecules and criteria for their use in synthesis design. Selected total syntheses from the literature will be examined.

Mr. Hendrickson

CHEMISTRY 141a. Advanced Physical Chemistry I

Thermodynamics and statistical thermodynamics. Properties of real systems: gases phase stability, chemical equilibrium, and solutions. Statistical equilibrium, ensembles, and fluctuations.

Prerequisite: Satisfactory grade in an undergraduate course in physical chemistry.

Mr. Tuttle

CHEMISTRY 141b. Advanced Physical Chemistry I

Irreversible thermodynamics and chemical kinetics. Entropy production, reciprocal relations, microscopic reversibility and regression of fluctuations. Active transport, relaxation kinetics and oscillating reactions. Solution kinetics including enzyme reactions. Gas kinetics and theories of elementary processes. Microscopic kinetics: energy transfer and collision dynamics.

Prerequisite: Satisfactory grade in Chemistry 141a and permission of instructor.

Mr. Jordan

CHEMISTRY 142bR. Advanced Physical Chemistry II

Quantum mechanics: waves and wave packets, operator methods, Schrodinger's equation, simple model systems, angular momenta, perturbation theory and variational principle.

Prerequisite: Satisfactory grade in an undergraduate course in physical chemistry.

Mr. Epstein

CHEMISTRY 143aR. Advanced Physical Chemistry II

A continuation of Chemistry 142b. Quantum chemistry: spin, atomic and molecular structure, spectroscopy, chemical binding, advanced topics.

Prerequisite: Satisfactory grade in Chemistry 142b or the equivalent.

Mr. Golden

CHEMISTRY 144aR. Structure and Spectroscopy

Interaction of radiation with matter and its relevance to molecular structure. Topics will be selected from: x-ray and electron diffraction; microwave, nmr, infra-red, visible and ultraviolet absorption; molecular beam and mass spectrometry.

Prerequisite: Satisfactory grade in an undergraduate physical chemistry course.

Mr. Chan

CHEMISTRY 145b. Special Topics*BIOCHEMISTRY 100a. Introductory Biochemistry**

See Biochemistry 100a.

Section 1: *Messrs: Abeles and Jencks*

Section 2: *Mr. Hollocher*

BIOCHEMISTRY 100aR. Introductory Biochemistry

See Biochemistry 100a.

Messrs. Wensink and Murakami

CHEMISTRY 200. Advanced Chemistry Laboratory

Staff

CHEMISTRY 220c. Inorganic Chemistry Seminar

Required of graduate students in inorganic chemistry, who must audit this course each year.

Staff

CHEMISTRY 222b. Advanced Inorganic Chemistry II*CHEMISTRY 229b. Special Topics in Inorganic Chemistry**

Introduction to x-ray structure determination

Mr. Foxman

CHEMISTRY 231c. Organic Chemistry Seminar

Required of graduate students in organic chemistry, who must audit this course each year.

Staff

***CHEMISTRY 232b. Chemistry of Heterocyclic Compounds**

- *CHEMISTRY 233b. The Biosynthesis of Natural Products**
- *CHEMISTRY 234b. Chemistry of Organometallic Compounds**
- *CHEMISTRY 235a. Special Topics in Organic Chemistry: Synthesis Design**
- *CHEMISTRY 235b. Special Topics in Organic Chemistry**
- *CHEMISTRY 237b. The Chemistry of Organic Natural Products**

CHEMISTRY 240c. Physical-Organic Chemistry Seminar

Required of graduate students in physical-organic chemistry, who must audit this course each year. *Staff*

CHEMISTRY 241c. Physical Chemistry Seminar

Required of graduate students in physical chemistry, who must audit this course each year. *Staff*

***CHEMISTRY 244a. Special Topics in Physical Chemistry**

***CHEMISTRY 244b. Special Topics in Physical Chemistry**

***CHEMISTRY 245a. Physical Organic Chemistry**

CHEMISTRY 250c. Chemical Physics Seminar

Required of graduate students in chemical physics who must audit this course each year. *Staff*

The following courses are given every three to five years or when there is sufficient student interest:

***CHEMISTRY 122b. Inorganic Chemistry II, Lectures**

***CHEMISTRY 123b. Nuclear Chemistry**

***CHEMISTRY 221a. Advanced Inorganic Chemistry I**

***CHEMISTRY 243a. Statistical Thermodynamics**

***CHEMISTRY 248a. Advanced Quantum Chemistry**

CHEMISTRY COLLOQUIUM

Lectures by faculty and invited speakers. Required of all graduate students. *Non-credit.*

Courses in Research

CHEMISTRY 400. Organic Chemistry and Physical Organic Chemistry

Reaction mechanisms; photochemistry; enzyme reactions; free radicals.

Mr. Cohen

CHEMISTRY 401. Organic Chemistry

Chemistry of natural products; steroids, triterpenoids, bisarylpropanoids, benzofurans.

Mr. Stevenson

CHEMISTRY 403. Organic Chemistry

Chemistry of organometallic complexes of the transition elements. New methods in organic synthesis employing organometallic complexes.

Mr. Rosenblum

CHEMISTRY 404. Organic Chemistry

Synthesis of natural products; stereochemistry and molecular geometry; development of new synthetic reactions.

Mr. Hendrickson

CHEMISTRY 405. Physical Chemistry

Chemical kinetics of elementary reactions; statistical theory of atomic and molecular structure; statistical mechanics of electrolytic solutions; physical chemistry of metal-ammonia solutions; equilibrium and time-dependent quantum statistical inequalities; exact time-dependent quantum properties.

Mr. Golden

CHEMISTRY 406. Physical Chemistry

Reactions of excited molecules; luminescence; electron solvation; metal complexes; physical mechanisms of photobiological processes.

Mr. Linschitz

CHEMISTRY 407. Physical and Inorganic Chemistry

Electron paramagnetic resonance; optical spectra; solid state chemistry.

Mr. Dorain

CHEMISTRY 408. Physical Chemistry

Experimental and theoretical study of chemical species in solution. Spectroscopic investigations of metal solutions in polar solvents.

Mr. Tuttle

CHEMISTRY 409. Inorganic Chemistry

Inorganic biochemistry; vanadium in tunicate blood cells and human tissues; membrane transport; fast reactions.

Mr. Kustin

CHEMISTRY 411. Physical Chemistry

Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions. Photophysics and photochemistry of infrared laser-induced reactions.

Mr. Steel

CHEMISTRY 412. Physical and Physical Organic Chemistry

Infrared laser chemistry; electronic spectra of vibrationally excited molecules; protonic conduction in polymer films; solvation in polar liquid solutions.

Mr. Grunwald

CHEMISTRY 413. Physical Chemistry

Ionic transport through membranes; properties of ferrofluids.

Mr. Jordan

CHEMISTRY 414. Physical Chemistry

Cross-sections, dynamics and lifetimes of ion-neutral collision processes in the gas phase using beam techniques; charge transfer; reactions of solvated ions.

Mr. Henchman

CHEMISTRY 415. Physical Chemistry

Quantum mechanical calculations of molecular properties; molecular momentum distributions; Compton scattering and X-ray diffraction; photochemistry, oscillating chemical reactions and biochemical kinetics; borane and carborane chemistry.

Mr. Epstein

CHEMISTRY 416. Physical Chemistry

Application of optically detected magnetic resonance, time resolved magnetic resonance, EPR and ENDOR to the investigation of organic triplet state molecules and inorganic crystals containing paramagnetic ions and/or color centers.

Mr. Chan

CHEMISTRY 417. Organic Chemistry

Organic synthesis of strained ring and theoretically interesting molecules; synthetic methods; application of nuclear magnetic resonance spectroscopy to organic systems; photooxidation; thermal chemistry; pure and applied laser chemistry of organic systems.

Mr. Keehn

CHEMISTRY 419. Inorganic Chemistry

X-ray structure determination; reactions in crystals; kinetics, mechanisms, and crystallography of rearrangement, polymerization, and decomposition reactions in the solid-state.

Mr. Foxman

CHEMISTRY 420. Organometallic Chemistry

Organometallic synthesis and reactivity: chemistry of transition metal cyano complexes; organometallic complexes in unusual oxidation states; catalysis of carbon-carbon bond formation and cleavage. Chemistry of non-metals.

Mr. Stuhl

Ph.D. in Chemistry with Specialization in Chemical Physics

The graduate program in chemical physics is an interdisciplinary specialization designed to meet the needs of students who wish to prepare themselves for the study of scientific problems using the methods and theories of modern physics and physical chemistry. This objective is attained by (1) formal course work in chemistry, physics and, possibly, mathematics; (2) participation in relevant graduate seminars; (3) a program of supervised research involving chemical physics; (4) independent study.

The program is designed to be flexible in providing individual programs of study to satisfy the particular interests and needs of each student. Final programs of study and research will be jointly arrived at by the student, his or her research supervisor and the Chemical Physics Committee. Only candidates for the Ph.D. will be accepted.

Admission

The general requirements for admission to the Graduate School apply to candidates for admission to the graduate program in chemical physics. Applicants should have a strong undergraduate background in chemistry, physics and mathematics.

Degree Requirements

All candidates for the Ph.D. degree in Chemistry with specialization in chemical physics must meet the following requirements:

Qualifying Examinations. Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry, physics and mathematics by the performance in three qualifying examinations; one each in physical chemistry, organic or inorganic/analytical chemistry and physics/mathematics. These examinations are set two times a year, in September and January. Results of these examinations will be used as an aid in constructing the student's initial program of course work and will be considered by the Chemical Physics Committee in evaluating the student's progress.

Language Requirements. Each student is required to demonstrate a useful reading knowledge of scientific French, German or Russian within the first two years of residence.

Seminar. Each student in residence is required to attend and to participate in the Chemical Physics Seminar. Participation in other seminars in physics and chemistry is also recommended.

Teaching. It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Master of Arts

No master's degree is offered with specialization in chemical physics, but students who satisfy the appropriate requirements will be eligible for the M.A. degree in chemistry.

Doctor of Philosophy

Program of Study. It is expected that some candidates for the Ph.D. degree in chemistry with specialization in chemical physics may require a longer period of time in course work than will students in either of the fields of physics or chemistry. In general, the program for the Ph.D. in chemistry with specialization in chemical physics will include eight semester graduate courses: four in physical chemistry, one in either organic or inorganic chemistry and three in physics. No specific course work in mathematics is required, but students are expected to be familiar with the techniques necessary for the proper pursuit of their research. In addition, each student is expected to demonstrate a knowledge of elementary computer programming.

Students may satisfy their program's course requirements in part or in entirety by passing (or giving evidence of ability to pass) the final examination in the appropriate number of such courses. Courses in areas related to chemistry and physics may also be considered by the Chemical Physics Committee in partial fulfillment of the requirements.

Admission to Candidacy. Students are recommended for admission to candidacy for the doctoral degree upon certification by their thesis adviser and the Chemical Physics Committee that they have satisfied the qualifying and language examination requirements and have made satisfactory progress in the program of study, research and the final Ph.D. examination.

Final Examinations. Final examinations in chemical physics are generally taken during the third semester of graduate work. The student is assigned a set of three propositions; the student takes a written examination on one proposition and is examined orally on the remaining two.

Residence Requirements. The minimum residence requirement for the Ph.D. degree is two years.

Dissertation and Defense. A dissertation is required which describes the results of an original investigation and which demonstrates the competence of the candidate in independent investigation, critical ability and effectiveness of expression. An oral defense of the dissertation will be held.

CLASSICAL AND ORIENTAL STUDIES

ORIENTAL STUDIES PROGRAM

Objectives

The program of studies aims at preparing the student for teaching and research in the history, languages and archaeology of the ancient civilizations of the Nile valley, western Asia and the Aegean.

The program has a twofold purpose: first, to train students who wish to specialize in these areas of study; second, to offer an opportunity to students in other fields to integrate with their own studies the courses given in the Department.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this program.

Students planning to enter this Department should take as much Hebrew, Greek and Latin as possible during their undergraduate study. They should also make every effort to achieve a sight reading knowledge of French and German before embarking on graduate study.

Faculty

Professor Leonard C. Muellner, *Chairman:* Greek language and literature.

Professor Louis V. Žabkar, *Director of Graduate Studies:* Egyptian language, history and archaeology.

Professor Douglas J. Stewart: Greek language and philosophy.

Associate Professor Ian A. Todd: Aegean and Near Eastern archaeology.

Assistant Professor Patricia A. Johnston: Latin language and literature.

Assistant Professor Martha A. Morrison: Cuneiform studies. Mesopotamian history, language.

Visiting Assistant Professor Laura L. Nash: Greek language and literature.

Assistant Professor William M. Porter: Latin language and literature.

Instructor Cheryl L. Walker: Classical history.

Degree Requirements

Master of Arts

Program of Study. Each candidate for the master's degree is required to complete satisfactorily not less than eight semester-courses in the department, plus any additional course work that the major professor may prescribe. While an exceptionally well prepared student may fulfill the requirements for the degree in one year, two years

of study will normally be required. Master's examinations will not be administered before the end of the second year of residence except by special permission of the department. All students, whatever their principal area of specialization, will be required to study in all three major areas covered by the department, namely, language, history, and archaeology.

Language Requirement. The candidate must demonstrate a reading proficiency in French or German, and competence in at least one ancient language. Certain areas of specialization will require the knowledge of additional languages.

Qualifying Examinations. The student must demonstrate, in written and oral examinations, proficiency in two major areas of the program.

Doctor of Philosophy

Program of Study. The requirements are the same as for the Master of Arts degree, plus eight additional semester-courses in the department.

Language Requirement. The candidate must demonstrate a reading knowledge of two modern foreign languages, ordinarily French and German, and competence in at least one ancient language. Certain areas of specialization will require the knowledge of additional languages.

Qualifying Examinations. The student must demonstrate, in written and oral examinations, proficiency in two major areas of the program. A thorough competence must be demonstrated in the field of concentration as well as proficiency in another area of the program elected by the student.

Admission to Candidacy. A student shall be eligible for admission to candidacy upon completing the language requirements and satisfactorily passing the written and oral qualifying examinations.

Dissertation and Defense. The dissertation must be a significant and original contribution to scholarship demonstrating a capacity for independent research based on primary sources. The completed dissertation shall be read and found acceptable by its director and two other readers, one of whom must be a member of another department or from another academic institution. The candidate must defend the dissertation successfully in a Final Oral Examination.

Courses of Instruction

CLASSICS

CLASSICS 104aR. Hesiod's *Works and Days*

See Anthropology 104aR for description.

Messrs. Jacopin and Muellner

***CLASSICS 104b. Hesiod's *Theogony*: Convergent Approaches of Classics and Anthropology**

See Anthropology 104b.

CLASSICS 106b. The Renaissance of Ovid in England

Reinterpretation of Ovid in poetry and criticism as a focal point of Renaissance concern with the Classics. Selections from Ovid, chiefly the *Metamorphoses*; additional readings from A. Golding, Marlowe, Chapman, G. Sandys and Milton.

Reading knowledge of Latin not required.

Mr. Porter

GREEK 116aR. Aristophanes

Mr. Stewart

GREEK 116bR. Aeschylus

Mr. Nash

***GREEK 118b. Sophocles**

***GREEK 120b. Greek Orators**

***GREEK 180b. Hesiod, *Theogony* Seminar**

LATIN 112a. Cicero

The orator, Rome's ideal man, as described and exemplified in the writings of the West's greatest authority on the subject. Readings in both English translation and Latin (including *De Oratore I*). As an aid to translation and to the appreciation of rhetorical style, this course will feature some composition from English to Latin.

Mr. Porter

***LATIN 116a. Lucretius**

***LATIN 118a. Virgil: Aeneid VII-XII**

***LATIN 118b. Roman Historians**

LATIN 120a. Roman Epic Poets

Virgil's *Aeneid*.

Ms. Johnston

ARCHAEOLOGY

CLORS 111. The Archaeology of Syria-Palestine

A survey of the archaeology of Syria-Palestine from the tenth millennium B.C. through the Iron Age.

Mr. Todd

***CLORS 117b. The Archaeology of Mesopotamia and Iran**

CLORS 119. The Archaeology of the Aegean

An introductory survey of the archaeology of the Aegean, Anatolia, Syria-Palestine, Mesopotamia and Egypt from the earliest periods to the end of the Late Bronze Age.

Mr. Todd

CLORS 120b. Archaeological Methods

See Anthropology 109b.

Mr. Zeitlin

CLORS 121a. Directions and Issues in Archaeology

See Anthropology 123a.

Mr. Zeitlin

***CLORS 122. The Archaeology of Anatolia**

CLORS 127b. The Evolution of Culture and Society

See Anthropology 129b.

Mr. Zeitlin

***CLORS 129b. Alexandria: The City and the Idea**

CLORS 131a. Mathematics and Computers in Archaeological Data Analysis I

See Anthropology 186a.

Mr. Cowgill

CLORS 131b. Mathematics and Computers in Archaeological Data Analysis II

See Anthropology 186b.

Mr. Cowgill

***CLORS 135b. The Bronze Age in Cyprus**

***CLORS 146a. Environment and Archaeology**

See Anthropology 146a.

HISTORY

CLASSICS 101a. Greek History

A survey of Greek history from the Bronze Age to the death of Alexander the Great. All readings in original sources in translation. *Ms. Walker*

CLASSICS 101b. Topics in Greek History

Each year a special topic/problem in Greek history will be chosen for intensive investigation. All readings in translation. May be repeated for credit. *Ms. Walker*

***CLASSICS 102a. Roman History**

***CLASSICS 102b. Topics in Roman History**

CLORS 103a. Introduction to Islamic Civilization and Institutions

See NEJS 103a.

Mr. Levy

CLORS 108a. From the Depths of the Apsu: Masterpieces of Mesopotamian Literature

Great works of Mesopotamian epic, religious, historical and legal literature will be studied to examine ancient Near Eastern concepts of divinity, kingship and man's place in the cosmos. Readings will include English translations of Gilgamesh, *Enuma Elish*, Atrahasis, the Code of Hammurabi, the Babylonian Theodicy, and related materials. *Ms. Morrison*

***CLORS 149a. The World Before Civilization**

***CLORS 150. History of Egyptian Civilization**

CLORS 152. Political and Cultural Relations of Egypt and Greece

The course will deal with the political and cultural interactions of Egyptian and Greek cultures, beginning with the establishment of the Greek city of Naucratis during the Egyptian 26th Dynasty, through the Ptolemaic Dynasty, to the advent of Roman rule of Egypt. *Mr. Zabkar*

CLORS 165. History of Mesopotamia

The great nations and diverse ethnic groups of the Tigris-Euphrates Valley, Syria and Anatolia from the beginning of the Third Millennium through the Hellenistic Period will be studied with emphasis on the political and cultural history of Mesopotamia. Readings in primary sources will be stressed. *Ms. Morrison*

***CLORS 166a. Topics in Mesopotamian History: Second Millennium B.C.E.**

***CLORS 167b. Topics in Mesopotamian History: First Millennium B.C.E.**

LANGUAGES

***CLORS 108b. Comparative Grammar of Semitic Languages**

AKKADIAN 101. Elementary Akkadian

Intensive study of Akkadian based on the grammars of Ungnad and von Soden. Readings in the Code of Hammurabi and related material. *Ms. Morrison*

AKKADIAN 102a. Advanced Akkadian I: Assyrian Royal Inscriptions

Selected annals of the kings of Assyria from Ashurnasirpal II to Ashurbanipal and readings in related materials. Special emphasis on the international relations of Assyria. *Ms. Morrison*

AKKADIAN 102b. Advanced Akkadian II: Literary Texts

Selected literary texts including *Enuma Elish*, *Gilgamesh*, and the *Descent of Ishtar*; an introduction to the various literary genres of Mesopotamian literature.
Ms. Morrison

***AKKADIAN 103. Advanced Akkadian III: Second Millennium Texts**

***AKKADIAN 104a. Advanced Akkadian IV: Wisdom Literature**

ARABIC 101. Introductory Literary Arabic

See NEJS 101.

Mr. Levy

ARABIC 102. Intermediate Literary Arabic

See NEJS 102.

Mr. Levy

***COPTIC 101. Coptic Language**

EGYPTIAN 101. Elementary Egyptian

A study of Middle Egyptian based on Gardiner's grammar. The principal texts to be read are those included in Blackman's *Middle Egyptian Stories* and de Buck's *Readingbook*. In the second term some Middle Egyptian hieratic is read.

Mr. Žabkar and Staff

***EGYPTIAN 102. Advanced Egyptian I: Selected Texts of the Ptolemaic Period**

***EGYPTIAN 103. Historical Inscriptions of the 18th Dynasty**

EGYPTIAN 107. Advanced Egyptian IV: Hymns and Poems

Mr. Žabkar

***HITTITE 101. Elementary Hittite**

***SUMERIAN 101. Elementary Sumerian**

***UGARITIC 101**

CLORS 301-305. Directed Readings

301. *Mr. Žabkar*

304. *Mr. Stewart*

302. *Mr. Todd*

305. *Mr. Muellner*

303. *Ms. Morrison*

CLORS 401-405. Dissertation Research

401. *Mr. Žabkar*

404. *Mr. Stewart*

402. *Mr. Todd*

405. *Mr. Muellner*

403. *Ms. Morrison*

COMPARATIVE HISTORY

Objectives

The graduate program in comparative history, leading to the degree of Doctor of Philosophy in History, aims to train students in the comparative approach that comprises the best tradition in historical scholarship. Comparative history builds on the development of expertise in a specific field — in this program usually early modern or modern European history — but it also involves the conceptualization and study of the past according to political, social, economic, cultural, intellectual and psychological categories that transcend parochial national or period divisions.

Through wide though carefully focused readings, students are encouraged to develop the ability to make cross-cultural comparisons across the five continents and the span of recorded time. Thus, for example, students of social mobility, institutional change, the clash of ideologies, or the organization of the state will deepen their understanding of how different cultures approach, define, and resolve the issues at hand. The formal program focuses, above all, on the comparative history of Western Europe, but students will find a structured opportunity to examine the patterns of American civilization as well, and to study for comparative purposes Russia and Eastern Europe, Latin America, Africa, and the Near and Far East.

The program is designed to help students to cope with the competitive academic environment of the next decade by training them rigorously in methods of historical research and writing, by equipping them to teach the whole range of European history from the Renaissance to the present, and by fostering the intellectual flexibility and interdisciplinary skills that command a premium outside the academic marketplace.

A small, select student body will work in close cooperation with the faculty. Most instruction will take place in seminars specifically designed for graduate students or in individual conferences with faculty advisers. From the beginning, the curriculum will help students prepare for their qualifying examinations and guide them toward eventual dissertation research. Upon entrance, students will declare an intention to take qualifying examinations either in the early modern period (1450-1789) or the modern period (1715 to the present). Formal faculty offerings at present concentrate upon the modern period.

During the first year, students must prepare one research paper of publishable quality on a topic chosen in consultation with a major adviser. This paper constitutes the major intellectual enterprise of the first year, and students may allot up to half their time to it. In addition, they will enroll in a graduate colloquium that focuses on comparative problems of modern European history and American civilization from the eighteenth through the twentieth centuries. Students in the comparative program are also offered a proseminar in early modern European history and a course on comparative historiography.

Before taking the qualifying examination at the end of the second year, a student must complete at least one seminar that teaches the techniques of comparative history. In addition, he or she must complete a tutorial or other work focusing on a part of the world geographically removed from the principal area of specialization with a view to gaining a comparative perspective on the major research interest.

The qualifying examination for the Ph.D. is normally taken at the end of the second year. Students may specialize either in the early modern period (1450-1789) or the modern period (1715 to the present). But they must demonstrate a general mastery of two subject fields in western history (and non-western parallels where appropriate) from the Renaissance to the present. The subject fields will normally be chosen from such categories as social, economic, intellectual, cultural, political, and international history.

Students should normally plan to complete all work for the doctorate, including the dissertation, within four to five years after entering the program; prolongation of study past the sixth year is discouraged.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this program. Students with a sound preparation in history and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the other social sciences or in allied fields such as comparative literature may, however, apply. Applicants should submit a sample of written work, preferably in European history. Only doctoral candidates will be accepted into the regular program. Unusually well-qualified students with distinguished records who wish to obtain a master's degree in

modern history before going on to further training in such fields as law, business, diplomacy, social work, journalism or medicine, or who have already earned degrees in these fields, may also be admitted.

Faculty

Associate Professor Stephen A. Schuker, *Chairman*: Modern diplomatic, economic, political and business history.

Professor Geoffrey Barraclough: Modern and contemporary history. Political institutions. Historiography. Medieval history.

Professor David S. Berkowitz: Early modern history. Bibliography, humanism, the Reformation and political thought.

Professor Rudolph Binion: Modern history. Culture and thought. Psychohistory.

Professor Eugene C. Black: Modern history. Political and social institutions.

Professor John P. Demos: Early modern history. Social institutions.

Professor David H. Fischer: Modern history. Social institutions.

Professor Morton Keller: Legal and political institutions.

University Professor Frank E. Manuel: Modern European intellectual history.

Professor Marvin Meyers: Ideas and politics.

Professor Milton I. Vanger: Modern Latin American history. Political institutions.

Associate Professor Gregory L. Freeze: Russia, social history.

Associate Professor John E. Schrecker: Modern Asian history. Nationalism. Imperialism.

Assistant Professor Samuel Cohn: Renaissance and early modern history.

Assistant Professor Alexander Keyssar: Labor and working-class history.

Lecturer Karen Johnson Freeze: Eastern Europe. Women's history.

Degree Requirements

Master of Arts

An M.A. degree in History will be awarded to those students who have satisfactorily completed one year of residence at full time, fulfilled the language requirement and have passed a special examination at the master's level. Students who have completed the Ph.D. qualifying examinations and the stated requirements for the master's degree automatically qualify for conferral of the master's degree.

Doctor of Philosophy

Program of Study. During the first year in the program, students will complete a major research paper, a joint colloquium in modern European history and American civilization, a proseminar in early modern Europe, and a historiography course. Within the first two years, they must also take a seminar in comparative history and fulfill the geographical outside-field requirement.

At the beginning of the third year, students will make an oral presentation setting their proposed dissertation topic in comparative perspective; this is called the "category examination." The third or fourth year in the program will, when feasible, be spent abroad pursuing research for the dissertation. Arrangements can be made for conferences with foreign scholars who can advise on the subject of research.

Language Requirement. The use of foreign languages is an essential tool for the comparative historian. Each student will be expected to pass, upon admission, one language examination testing the ability to read historical prose without a dictionary. The second language examination must be passed before the student registers for the

third semester. All students must show competence in either French or German; for the second language another major tongue relevant to the student's research interests may be substituted.

Qualifying Examination. Normally the student will take the qualifying examination at the end of the second year of study. Any student who has failed to complete the qualifying examination by the sixth semester will be dropped from the program.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree when he or she has completed course and residence requirements, demonstrated proficiency in the required foreign languages, passed the qualifying examination and gained approval of his or her dissertation topic by the faculty of the program.

Dissertation and Defense. The student will normally define a dissertation topic in the term preceding the qualifying examination but in no case later than the end of the fifth semester in the program. When the student's dissertation committee accepts the completed dissertation, the candidate must defend it at a final oral examination.

Courses of Instruction

Seminars

HISTORY 190aR. Historiography

A critical analysis of classical historiography. *Required of first-year graduate students in the Comparative History and History of American Civilization programs.*
Mr. Fischer

HISTORY 200a. Colloquium in American and European Comparative History Since the 18th Century

Comparative examination of major historical issues in Europe and the United States from the eighteenth through the twentieth centuries. *Required of first-year graduate students in the Comparative History and the History of American Civilization Programs.*
Messrs. Schuker and Keller

COMPARATIVE HISTORY 201b. Colloquium in Early Modern European History

A comparative examination of major historical problems from the fifteenth century to the French Revolution. (Required of all first-year graduate students in Comparative History.)
Mr. Cohn

COMPARATIVE HISTORY 301a and b — 311a and b. Research papers

301a and b.	<i>Mr. Barraclough</i>	307a and b.	<i>Mr. Schrecker</i>
302a and b.	<i>Mr. Berkowitz</i>	308a and b.	<i>Mr. Vanger</i>
303a and b.	<i>Mr. Binion</i>	309a and b.	<i>Mr. Freeze</i>
304a and b.	<i>Mr. Black</i>	310a and b.	<i>Mr. Manuel</i>
305a and b.	<i>Mr. Demos</i>	311a and b.	<i>Mr. Cohn</i>
306a and b.	<i>Mr. Fischer</i>		

COMPARATIVE HISTORY 321a and b — 331a and b. Directed Readings

321a and b.	<i>Mr. Barraclough</i>	327a and b.	<i>Mr. Schrecker</i>
322a and b.	<i>Mr. Berkowitz</i>	328a and b.	<i>Mr. Vanger</i>
323a and b.	<i>Mr. Binion</i>	329a and b.	<i>Mr. Freeze</i>
324a and b.	<i>Mr. Black</i>	330a and b.	<i>Mr. Manuel</i>
325a and b.	<i>Mr. Demos</i>	331a and b.	<i>Mr. Cohn</i>
326a and b.	<i>Mr. Fischer</i>		

COMPARATIVE HISTORY 401 — 411. Dissertation Research

401. <i>Mr. Barraclough</i>	407. <i>Mr. Schrecker</i>
402. <i>Mr. Berkowitz</i>	408. <i>Mr. Vanger</i>
403. <i>Mr. Binion</i>	409. <i>Mr. Freeze</i>
404. <i>Mr. Black</i>	410. <i>Mr. Manuel</i>
405. <i>Mr. Demos</i>	411. <i>Mr. Cohn</i>
406. <i>Mr. Fischer</i>	

COMPARATIVE HISTORY 500. Registration in Time

In addition, the following courses may be taken as equivalent to Comparative History seminars.

HISTORY 115b. Seminar on Medieval Russia	<i>Mr. Freeze</i>
HISTORY 123aR. The Renaissance	<i>Mr. Cohn</i>
HISTORY 131b. Topics in Modern Social History	<i>Mr. Black</i>
HISTORY 132a. Intellectual History of Modern Europe (1637-1857)	<i>Mr. Binion</i>
HISTORY 132b. Intellectual History of Modern Europe, 1857 to the Present	<i>Mr. Binion</i>
HISTORY 133a. The Enlightenment	<i>Mr. Manuel</i>
HISTORY 133b. Topics in 19th and 20th Century Intellectual History	<i>Mr. Manuel</i>
HISTORY 136a. Europe and the Wider World, 1870-1919	<i>Mr. Binion</i>
HISTORY 139aR. Women in Modern Europe	<i>Ms. Freeze</i>
HISTORY 142a. Europe and the Wider World, 1920 to the Present, I	<i>Mr. Schuker</i>
HISTORY 142b. Europe and the Wider World, 1920 to the Present, II	<i>Mr. Barraclough</i>
HISTORY 146bR. Topics in German History: Hitler, Germany and Europe	<i>Mr. Binion</i>
HISTORY 147a. Rise of Imperial Russia	<i>Mr. Freeze</i>
HISTORY 147b. Russia Since 1861	<i>Mr. Freeze</i>
HISTORY 181b. Seminar on Chinese Thought	<i>Mr. Schrecker</i>
HISTORY 182bR. Modern Southeast Asian History	<i>Mr. Steinberg</i>
HISTORY 191aR. History and Psychology	<i>Mr. Demos</i>

COMPARATIVE LITERATURE

See Joint Program of Literary Studies (page 93).

CROSS-REGISTRATION AT BOSTON COLLEGE, BOSTON UNIVERSITY AND TUFTS UNIVERSITY

A full-time graduate student at Brandeis University may enroll in one graduate course at Boston College, Boston University or Tufts University. Brochures suggesting courses for cross-registration at each of the host institutions are available at the graduate school office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to that course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Graduate School Registrar and should present this permit to the Graduate School Registrar of the host institution.

ECONOMICS

Although the University does not offer graduate study in Economics, it does offer a significant group of upper-level courses which may be of interest to graduate students in other departments. These courses receive graduate credit on permission of the student's adviser.

Courses of Instruction

ECONOMICS 24aR. The Soviet Economy

The Tsarist and Marxian historical background; strategy of economic development; organization of industry and agriculture; planning and efficiency of resource allocation; measurement of national income and its components; current economic reform and prospects for future growth.

Mr. Berliner

ECONOMICS 27bR. The Economy of Japan

The course examines Japan's economic history and growth. It investigates various issues in labor economics, industrial organization, inflation and dependence on trade.

Mr. Evans

ECONOMICS 32bR. Comparative Systems

A critical evaluation of major kinds of economic organization. Included are market economies, centrally planned capitalism, market socialism and centrally directed socialist economies.

Prerequisite: Economics 8b.

Mr. Berliner

ECONOMICS 37aR. The Political Economy of Cities

This course will consist of a formal analysis of the structure of metropolitan areas and an exploration of the set of economic and social problems that have beset city life.

Mr. Filer

ECONOMICS 44b. Economics of the Arts

The application of economic analysis to both the performing arts and the visual arts. We shall examine questions of productivity, public subsidy, and the nature of demand. In addition, special topics such as industry structure, pricing policies, copyright, and labor unions will be covered.

Messrs. Braunstein and Filer

ECONOMICS 59b. Economics of Education

Analysis of alternating levels and patterns of resource use in education. Major topics include: the concept of human capital, cost-benefit analysis of educational expenditures, alternatives to the financing of education, the microeconomics of education, educational planning in developing countries, and international movements of human skills.

Mr. Schwalberg

ECONOMICS 71a. Financial Markets

The evaluation and selection of investment assets, portfolio composition, the operation of markets for financial assets and the role of specialized financial firms.

Prerequisite: ECON 8b.

Mr. Filer

ECONOMICS 74bR. Law and Economics

A study of economic foundations of American law in selected areas of interest. Topics will include: the role of property rights and liability rules in the control of externalities; controlling the cost of accidents; the control of criminal behavior; product failure and damage; medical malpractice. The effects of judgments and status will be studied.

Prerequisite: ECON 2a.

Mr. Weckstein

ECONOMICS 75aR. The Economics of Underdeveloped Countries

The economic circumstances of poor countries and their special problems: misfit technologies, income inequality, urban unemployment, and the terms of their participation in the world economy. Their policy options and the roles for rich countries are studied.

Prerequisite: ECON 2a

Mr. Weckstein

ECONOMICS 76bR. Labor Economics

This course will focus on two areas: (1) the operation of labor markets including labor supply, labor demand, unemployment, training and labor mobility; and (2) trade unionism and collective bargaining in the United States.

Prerequisite: ECON 2a.

Mr. Filer

ECONOMICS 80a. Microeconomic Theory

Analysis of the behavior of economic units within a market economy. Emphasis upon individuals' decisions as demanders of goods and suppliers of resources and firms' decisions as suppliers of goods and demanders of resources under various market structures. Considerations of related topics such as welfare and efficiency, market failure, and general equilibrium.

Section 1: Mr. Dolbear

Section 2: Mr. Pulley

ECONOMICS 82bR. Macroeconomic Theory

The meaning of the national income concepts; the factors determining the level of national income, employment and prices; the influence of fiscal and monetary policies; theory of economic growth.

Prerequisite: ECON 8b.

Mr. Diggins

ECONOMICS 83a. Statistics for Economic Analysis

The first course in statistical inference. Topics include descriptive statistics, probability theory, testing hypotheses, analysis of variance, correlation and regression.

Prerequisite: ECON 2a.

Section 1: Mr. Ferguson

Section 2: Mr. Pulley

ECONOMICS 84b. Econometrics

An introduction to the construction and testing of econometric models. Single and multiple equation models will be treated with special emphasis on the analysis of economic time series.

Prerequisite: ECON 80a, 82b, 83a.

Mr. Braunstein

ECONOMICS 141bR. The Economics of Technological Change

This course is designed to give students of economics a deeper understanding of the role of technological change in modern economic analysis and to help them to identify and analyze important issues concerning technology in the nation's economy. Topics include the representation of technological change in various production functions, studies of change at the sectoral level, interdependence of sectoral decisions, factor productivity and economic growth, technology transfer and technology assessment.

Ms. Carter

ECONOMICS 168b. The History of Economics

A critical survey of approaches to economic analysis from the Physiocrats to Keynes. Reliance is placed on reading significant modern commentators along with the original works.

Mr. Weckstein

ECONOMICS 179bR. The Legal Regulation of Economic Activity

The course will examine the reasons for economic regulation in certain industries and effects of regulation on efficiency, distribution of income, and innovation. Case studies focus on who has benefited and who has lost from regulations.

Mr. Braunstein

ECONOMICS 180aR. Advanced Microeconomic Theory

In this course we will selectively consider a few advanced topics of microeconomic analysis designed to extend, refine, apply and combine the analysis of Economics 80a and 83a. For example, one topic will take us from the "certain" world of intermediate price theory to a world where decisions are made under uncertainty — fusing the techniques of decision analysis learned in 80a with a probabilistic view of the world from 81a.

Mr. Pulley

ECONOMICS 182bR. Advanced Macroeconomics

This course extends the analysis of macroeconomic models introduced in Economics 82b. Special topics include: inflation, unemployment, expectations, growth, monetarism, deficit spending, long-run properties of short run models, and the microeconomics of macro models.

Mr. Dolbear

ENGLISH AND AMERICAN LITERATURE

Objectives

The graduate program in English and American literature is designed to offer training in the interpretation and evaluation of literary texts with some attention to the related scholarly disciplines, particularly history and linguistics. It also offers

candidates who have some ability in writing an opportunity to pursue this interest as a normal part of the graduate program.

Admission

Candidates for admission should have a bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, German, Greek, or Latin. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Faculty

Professor John H. Smith, *Chairman*: Shakespeare. Renaissance drama. Neo-Latin literature.

University Professor J. V. Cunningham: Renaissance literature. Poetry.

Professor Allen Grossman: Poetry and poetic structures. Seventeenth century literature. Modern and contemporary literature.

Professor Milton Hindus: American literature. Modern literature.

Professor Benjamin B. Hoover: Eighteenth century literature. *Director of Graduate Studies.*

Professor Ray S. Jackendoff: Linguistics. Semantic theory. Music.

Professor Robert O. Preyer: Nineteenth century literature. Social and intellectual history.

Professor Peter Swiggart: American literature. Criticism theory.

Professor Aileen Ward: Nineteenth century literature.

Visiting Professor John Irving: Fiction.

Visiting Professor F. T. Prince: Renaissance poetry.

Associate Professor Michael T. Gilmore: Puritanism. Literature of the American Revolution. American renaissance.

Associate Professor Karen W. Klein: Medieval literature. Women's studies.

Associate Professor Alan L. Levitan: Shakespeare. Music and drama.

Associate Professor Richard J. Onorato: Romantic literature. Modern literature.

Associate Professor Susan Staves: Restoration and eighteenth century literature.

Assistant Professor Judith Ferster: Medieval literature.

Assistant Professor Philip Fisher: Nineteenth century literature. Critical theory.

Assistant Professor Jane B. Grimshaw: Linguistics.

Assistant Professor Joan M. Maling: Linguistics. Syntactic theory. Historical syntax. Metrics.

Assistant Professor James B. Merod: Twentieth century poetry.

Adjunct Instructor Kittredge Henchman-Locke: English as a second language.

Writer-in-Residence Alan Lelchuk: Fiction. Nineteenth century literature.

Degree Requirements

Following are the degree requirements for the Department of English and American Literature. Students should also consult the General Degree Requirements and Academic Regulations sections on pages 17 and 20.

Master of Arts

Program of Study. Each student will take English 200a. In addition, a normal program will consist of five courses, at least three of which will be 200-level seminars. All programs must be approved by the student's adviser and by the Director of Graduate Studies.

Residence Requirement. The minimum residence requirement is one year, though students with inadequate preparation may require more.

Language Requirements. A reading knowledge of a major foreign language (modern European, ancient Greek, or Latin). The completion of the language requirements at another university does not exempt the student from the Brandeis requirement.

Qualifying Examination. An oral examination, by committees of faculty members, will be given at the beginning of the spring term on one of several major texts, the texts to be announced at the end of the fall term. This examination will test a student's ability to read and understand a major literary work or a group of short works by the same author. Admission to the Ph.D. program in addition to qualification for the M.A. degree will depend upon the results of this examination, in addition to course evaluation.

Doctor of Philosophy

Admission to the Ph.D. Program. (1) Students who complete, with distinction, the M.A. requirements at Brandeis University are admitted to the Ph.D. program by the Department upon recommendation of the Committee on Graduate Studies.

(2) Students who enter with a master's degree or a full year of graduate work in English from another university are required to fulfill the qualifying examination requirement described above under the Master of Arts Program. Provided this requirement is fulfilled, such students may, at the Department's discretion, be admitted to the Ph.D. program after successful completion of a semester at Brandeis and upon recommendation by the Committee on Graduate Studies. At the time of admission, up to a year's residence and course credit for work completed elsewhere may be granted.

Program of Study. After admission to the Ph.D. program, each student will plan a program of study with a faculty adviser of his or her choice; each such program must be approved by the Director of Graduate Studies. For the student not given credit for graduate work elsewhere, a normal program of study will include at least four graduate level courses in the student's second year. A student is expected to complete graduate work with a knowledge of the various historical periods and genres of English and American literature, and the program that is chosen should reflect this goal.

Pre-dissertation Examination. All candidates for the Ph.D. will be asked to pass an oral examination in the historical period or genre in which the candidate expects to write a dissertation. This examination is normally taken in the semester following satisfaction of the residence requirement, but it may be postponed upon approval by the Director of the Graduate Program. The examination may be taken as many times as necessary without prejudice to a student's standing in the Ph.D. program.

Residence Requirement. The minimum residence requirement is one year beyond the master's degree or two years beyond the bachelor's.

Other Requirements

1. Language requirement. A reading knowledge of one major foreign language (modern European, ancient Greek, or Latin). Satisfaction of the language requirement in the master's degree at Brandeis completes the language requirement for the Ph.D. as well.

2. One of the following, as relevant to a student's research and career plans and as approved by his or her adviser and the Director of Graduate Studies: (a) a reading knowledge of a second major foreign language; (b) one graduate-level course in the literature of a foreign language or in a discipline other than English which is related to the student's dissertation plans.

Training in Teaching. Provided openings exist, students in their second and third year in the program can expect to be awarded at least one teaching assistantship each year, provided their academic work is of high calibre.

Admission to Candidacy. A student will be recommended by the Department for admission to candidacy for the Ph.D. degree after completing with distinction the program of study and satisfying all departmental requirements prior to the writing and defense of a dissertation. A student admitted to candidacy must have submitted a formal dissertation proposal, subject to approval by the student's dissertation director and by an additional member of the departmental faculty.

Dissertation and Defense. Each student will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the Director of Graduate Studies. The student will defend the dissertation at a final oral examination. The dissertation may be a monograph, a series of closely related essays, a bibliographical project or a textual project.

History and Structure of English

The Department also offers an alternative program in the history and structure of the English language, with specialization in Old, Middle, or Early Modern English. For details, address the chairman of the Department.

Courses of Instruction

ENGLISH 120bR. The Tradition of the Short Poem in English

Mr. Cunningham

ENGLISH 122a. Old English

An introduction to the language and literature of the Anglo-Saxons. Readings will include the major extant short poems, including *The Wanderer*, *The Seafarer* and *The Dream of the Rood*.

Ms. Klein

ENGLISH 122b. Old English Epic

Significant portions of *Beowulf* will be read in Old English, and the use of epic materials for religious themes will be shown in selections from works attributed to Caedmon and Cynewulf. The course will also deal with epic as a genre and with the distinctions between medieval epic and medieval romance.

Ms. Klein

***ENGLISH 123a. Renaissance Poetry**

***ENGLISH 127a. D. H. Lawrence and Virginia Woolf**

ENGLISH 127bR. The Contemporary and the Avant-Garde

Against the background of the great experimenters and innovators of the earlier part of the twentieth century, this course will consider the continuing attempts at stylistic innovation in present time. Works of fiction will be chosen from among the following American, English and foreign (in translation) authors: Saul Bellow, Philip Roth, Norman Mailer, Lawrence Durrell, Joyce Carol Oates, Doris Lessing, Anthony Burgess, Thomas Pynchon, John Gardner, John Hawkes, John Barth, Alain Robbe-Grillet, Heinrich Boll, Gabriel Garcia Marquez, Jorge Luis Borges.

Mr. Onorato

***ENGLISH 128b. Music and Poetry.**

ENGLISH 132bR. Chaucer

An introduction to Middle English and a study of some works of Chaucer, including *The Parliament of Fowls* and *The Canterbury Tales*. We will emphasize Chaucer's ideas and the various poetic forms and narrative techniques he used to develop them.

Ms. Ferster

***ENGLISH 133a. Advanced Shakespeare**

ENGLISH 134aR. The Women of Letters in the Eighteenth Century

Women as writers of commercial and non-commercial literature in the Restoration and eighteenth century: novels, plays, pamphlets, journals, diaries and letters. Issues to be explored include women's attitudes toward literary achievement and literary fame, the culture's attitudes toward women writers, the complicity of women writers in the promulgation of images of the "good women" and the extent of the reaction against such stereotypes, and women's ability to deal with markets and earn money through writing. Writers to be studied include Aphra Behn, Mary Hays, Elizabeth Griffith, Lady Mary Wortely Montagu, Elizabeth Inchbald, Ann Radcliffe, Fanny Burney, Mary Wollstonecraft and Jane Austen.

Ms. Staves

ENGLISH 135a. Romantic Poetry

A study of the poetry and prose of Blake, Wordsworth, and Coleridge as they reflect the political, social and literary revolutions of their time (the age of the French Revolution) and as they develop a new myth of man, nature and society.

Ms. Ward

***ENGLISH 135b. Romantic Poetry**

***ENGLISH 136a. Whitman and his Archive**

***ENGLISH 137a. Twentieth Century Poets: Frost, Eliot, Pound**

***ENGLISH 138a. Studies in Literary Influence: Milton, Blake, Wordsworth, Keats**

***ENGLISH 140b. The Long Narrative Poem**

***ENGLISH 142a. Intention and Interpretation in Medieval Literature**

ENGLISH 142bR. Medieval European Drama

Medieval Latin liturgical drama, Latin comedies of the twelfth century, the rise of vernacular religious drama from the mysteries to the later Passion tradition, and the emergence of secular and comic drama. Selections from the tropes, early liturgical plays, the Anglo-Norman *Adam*, the Old French *Theophile*, Artesian tavern comedies, parts of the York, Chester and Wakefield cycles, the Cornish *Ordinalia*, *Everyman* and Continental miracles and morality plays and farces.

This course may not be repeated for credit by students who have taken English 143b (English Drama Before Shakespeare) in previous years.

Mr. Maddox

***ENGLISH 143a. Elizabethan and Jacobean Drama**

***ENGLISH 146a. Poetry and Revolution, 1780-1839**

***ENGLISH 147a. Faulkner and Fitzgerald**

ENGLISH 147bR. American Drama

This course will concentrate upon plays by O'Neill, Williams, Miller and Albee.
Mr. Swiggart

***ENGLISH 148b. Classical Background of English Literature: Myths**

ENGLISH 151b. Contemporary Critical Theories

This seminar will explore a number of recent critical theorists — Northrup Frye, Roland Barthes, Lionel Trilling, Maurice Merleau-Ponty, Kenneth Burke, Jean-Paul Sartre and Susan Sontag — in the context of problems raised by several older critics: Friedrich Nietzsche, Georg Lukacs and Walter Benjamin. The main purpose of the course is to give the student a sense of the breadth and divergence of interpretative positions as well as grasp of the intricacies in individual critics. Required: a brief oral report, a short mid-term essay and a longer final essay.

Mr. Merod

***ENGLISH 153b. Milton**

***ENGLISH 154b. Augustan Satire**

***ENGLISH 155a. Women as Men of Letters in Nineteenth Century England**

***ENGLISH 156a. Dissent in American Literature: From the Revolution to the Civil War**

***ENGLISH 157a. The Poetry of W. B. Yeats and Robert Frost**

ENGLISH 157b. Modern British Drama and Theatre

See Theater Arts 157b.

Mr. Jones

***ENGLISH 158a. Readings in American Poetry**

ENGLISH 158aR. American Poetry

The seminar will cover the poetry and prose of four major American poets: Walt Whitman, Wallace Stevens, William Carlos Williams and John Ashbery. The purpose of reading and discussion will be, 1) to understand the poets on their own terms and 2) to compare the ways in which differences between them constitute "solutions" to philosophical and compositional problems that, in some approximate way, link them together. One or two short oral reports and a fifteen-page paper are required.

Mr. Merod

ENGLISH 163a. Seventeenth Century Poetry

The course will include poems by Donne, Herbert, Marvell, Milton (*Paradise Lost* and *Samson Agonistes*) and Dryden (*Absalom and Achitophel* and *Macflecknoe*). It will be necessary at least to indicate the relevance to the poetry of historical developments (e.g., the pre-Civil War society, the Puritan Revolution and the Restoration).

Mr. Prince

ENGLISH 164bR. Restoration Drama

Comedy, heroic drama and tragedy between 1660 and 1800. The course will devote some attention to the history of the plays in performance. Authors to be studied include Dryden, Etherege, Wycherly, Otway, Congreve, Vanbrugh, Lillo, Garrick, Goldsmith and Sheridan.

Mr. Staves

***ENGLISH 166a. Herman Melville**

***ENGLISH 167a. The Irish Literary Renaissance**

ENGLISH 174b. Eighteenth Century Novel

The rise of the novel in England. Early theories of the novel and problems and practical criticism of fiction. This year the course will be especially concerned with the relative importance of romance and realism in the development of the novel and with the discovery of marriage as a novelistic subject. Writers to be studied include: Richardson, Fielding, Sterne, Radcliffe, Austen. *Ms. Staves*

ENGLISH 176a. Hawthorne and Melville

A study of the major works of Nathaniel Hawthorne and Herman Melville.

Mr. Gilmore

***ENGLISH 176b. Hawthorne, Melville and Poe**

ENGLISH 177b. Contemporary Women Writers

This course studies poetry and prose by women from the 1940's to the present day in terms of socio-cultural context, literary traditions and feminist criticism. Among the authors read are Lessing, Levertov, Rich, Atwood, Walker, Broumas, Hawley and Olsen. Significant writers from earlier in this century: Woolf, Rhys, Colette, will also be included. *Ms. Klein*

***ENGLISH 178a. Literature and Language Meaning**

ENGLISH 185aR. Dickens and Dostoevsky

The course will emphasize the modes of grotesque and philosophical comedy, the representation of the city, the romantic extension of realism, and the major literary forms of the novel of ideas and the novel of social reform. While Dickens and Dostoevsky are the central writers, novels, poems and essays by other nineteenth century writers will be included. *Mr. Fisher*

***ENGLISH 187a. The Modern Novel I**

***ENGLISH 187b. The Modern Novel II**

ENGLISH 198aR. History of the English Language

An examination of the structure of the English language at various stages in its development and of the processes of linguistic change relating these stages. No knowledge of linguistics is assumed.

Formerly English 192a. May not be repeated for credit.

Ms. Maling

Seminars

ENGLISH 200a. Methods of Literary Study: Eighteenth Century Poetry and Prose

Required of all first-year graduate students.

Mr. Hoover

***ENGLISH 201a. History and Theory of Criticism: The Old Tradition**

ENGLISH 201b. History and Theory of Criticism: The Development of Modern Critical Theories

See Literary Studies 201b.

Mr. Engelberg

ENGLISH 233bR. Graduate Seminar: Shakespeare

Mr. Smith

ENGLISH 236b. Graduate Seminar: The American Renaissance

A study of the four major prose writers of the mid-nineteenth century: Emerson, Thoreau, Hawthorne and Melville. The authors will be considered in their historical context, and students will be expected to familiarize themselves with the political, religious and social issues of the antebellum period. *Mr. Gilmore*

ENGLISH 237b. Graduate Seminar: Faulkner and James

Three or four novels by Faulkner and James will be read and discussed in detail, plus a few works by other American writers dealing with related issues or using comparable narrative techniques. Issues to be explored include the handling of symbolic detail and the use of fiction as a means of exploring social and psychological issues specifically American. Faulkner texts will include *The Sound and the Fury*, *Absalom, Absalom!*, *The Hamlet* and *As I Lay Dying*. Works by James include *The Ambassador*, *The Portrait of a Lady*, *The Bostonian* and a number of his short stories. *Mr. Swiggart*

ENGLISH 240a. Graduate Seminar: Speculative Poetics

An inquiry into the meaning of poetic structures, including consideration of the theories and analytic procedures of Paul Fussell, H. B. Smith, Juri Lotman, Terry Eagleton, Michael Riffaterre, I. A. Richards, William Empson, as well as Aristotle, Horace, Longinus, Quintillian, Johnson, Coleridge. An explicit hypothesis under scrutiny in this course is that the language which we use to describe structures in art and the language which we use to describe structures in experience overlie one another, with the result that our resources for describing poetic structures derive from and augment our resources for describing our experience as natural persons. *Mr. Grossman*

ENGLISH 245a. Graduate Seminar: Wordsworth and Coleridge *Ms. Ward***ENGLISH 245b. Graduate Seminar: Brontes, Eliot and Austen** *Mr. Preyer***ENGLISH 263b. Graduate Seminar: Spenser and Milton**

The Faerie Queene will be examined as an attempt to use Italian exemplars to help shape an English (and British) national epic. In *Paradise Lost* Milton's more solid classical learning and more rigorous theology will be seen to have transformed the Renaissance ideal of the Heroic Poem; Love is conceived as subordinate to the love of God, and War as transcended by "the better fortitude of Patience and heroic martyrdom."

ENGLISH 295b. Studies in a Major Text

Required of all first year students.

Mr. Hoover

ENGLISH 350-369a and b. Directed Research

350a and b.	<i>Mr. Cunningham</i>	361a and b.	<i>Mr. Onorato</i>
352a and b.	<i>Mr. Hindus</i>	362a and b.	<i>Ms. Staves</i>
353a and b.	<i>Mr. Hoover</i>	363a and b.	<i>Ms. Ward</i>
354a and b.	<i>Mr. Preyer</i>	364a and b.	<i>Ms. Ferster</i>
355a and b.	<i>Mr. Smith</i>	365a and b.	<i>Mr. Fisher</i>
356a and b.	<i>Mr. Swiggart</i>	366a and b.	<i>Mr. Gilmore</i>
357a and b.	<i>Mr. Grossman</i>	367a and b.	<i>Mr. Lechuk</i>
358a and b.	<i>Mr. Jackendoff</i>	368a and b.	<i>Ms. Maling</i>
359a and b.	<i>Ms. Klein</i>	369a and b.	<i>Mr. Merod</i>
360a and b.	<i>Mr. Levitan</i>		

ENGLISH 400-419. Dissertation Research

- | | |
|----------------------------|-------------------------|
| 400. <i>Mr. Cunningham</i> | 411. <i>Mr. Onorato</i> |
| 402. <i>Mr. Hindus</i> | 412. <i>Ms. Staves</i> |
| 403. <i>Mr. Hoover</i> | 413. <i>Ms. Ward</i> |
| 404. <i>Mr. Preyer</i> | 414. <i>Ms. Ferster</i> |
| 405. <i>Mr. Smith</i> | 415. <i>Mr. Fisher</i> |
| 406. <i>Mr. Swiggart</i> | 416. <i>Mr. Gilmore</i> |
| 407. <i>Mr. Grossman</i> | 417. <i>Mr. Lelchuk</i> |
| 408. <i>Mr. Jackendoff</i> | 418. <i>Ms. Maling</i> |
| 409. <i>Ms. Klein</i> | 419. <i>Mr. Merod</i> |
| 410. <i>Mr. Levitan</i> | |

FRENCH

See Joint Program of Literary Studies (page 93).

GERMAN

See Joint Program of Literary Studies (page 93).

HISTORY

See Comparative History (page 73) and History of Ideas (page 128).



HISTORY OF AMERICAN CIVILIZATION

Objectives

The graduate program in the History of American Civilization, leading to the degree of Doctor of Philosophy in History, has been designed primarily to educate professional scholars and teachers of American history. The curriculum emphasizes both a comprehensive understanding of American history and the mastery of historical research and writing. For a comparative view of the American experience, students will undertake selective studies in modern European, Asian, Latin American or African history. A related field of study will be defined, according to individual background and interest, in one of the following ways:

1. Training in one of the disciplines of the social sciences or humanities — politics, international relations, or literature, for example — to provide perspectives and methods that can illuminate historical problems.

2. A thematic field in American history, involving a distinctive subject matter and discipline: for example, American social history, American legal and constitutional history, American intellectual history, or American art and architecture.

3. A topic in comparative history, involving a distinctive subject matter and discipline: 20th century British and American literature, for example, or 19th century emigration/immigration, or 18th century American and European political and social philosophy.

A small, select student body works closely with the faculty in independent reading and research courses. From the beginning, individual programs are developed to prepare students for their qualifying examinations and to guide them toward their dissertation research. Normally, the first year's work is concentrated in American history, including substantial experience in directed research and a critical approach to problems of historiography. Second year students, while pursuing further directed research, chiefly are encouraged to choose courses to complete their preparation in the examination fields. Studies in related fields are arranged individually with appropriate members of the University's Graduate Faculty, either through standard courses or directed readings. For selected students with appropriate qualifications, there are opportunities for advanced study and research with distinguished scholars at neighboring universities in such fields as legal history and business history. Applicants should note with care the four parts of the examination, specified under *Degree Requirements*, in which all students are expected to demonstrate proficiency.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this program. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history and related fields in the social sciences or humanities. Students with the M.A. in history, or a professional degree in law, or other related fields are especially invited to apply. Students interested in Crown Fellowships or in the special arrangements for study in professional fields at neighboring universities, noted above, should submit applications by February 15.

Faculty

Executive Committee: Professor Marvin Meyers, *Chairman*; Professors John P. Demos, David H. Fischer, Morton Keller; Associate Professor Gerald S. Bernstein; Assistant Professor Alexander Keyssar.

Staff

Professor John P. Demos: Family and community. Colonial America.
Professor David Hackett Fischer: Social and political structure. Early Republic.
Professor Morton Keller: Legal and political institutions. Modern America.
Professor Marvin Meyers: Ideas and politics. Jacksonian America.
Associate Professor Gerald S. Bernstein: American art and architecture.
Assistant Professor Alexander Keyssar: Labor and working-class. Modern America.

Degree Requirements

Master of Arts

No one will be accepted in the program who is not a doctoral candidate. Applications from persons seeking a terminal M.A. degree are not welcome. However, the M.A. degree in History may be awarded to those who (1) have successfully completed one full year of residence at Brandeis University (eight half-courses), including two 200-level research courses, and (2) have passed the foreign language requirement.

Doctor of Philosophy

Program of Study. Doctoral candidates must complete two years in residence at Brandeis, and a minimum of sixteen half-courses. Programs of study and concentration will be formulated for each student, subject to the approval of the Executive Committee. Students will be required to maintain an average of B- or better in order to continue in the program. Continuance of fellowship support requires an average of A- or better. Incoming students normally will be expected to take one full course of Directed Research in American History in their first year of residence. The Committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for relevant graduate or professional work done elsewhere. Application for such credit shall be considered only after a student has completed one semester's residence in a full-time program. The second 200-level Directed Research course may be waived by the committee on the basis of a master's thesis or comparable research project at the graduate or professional level done elsewhere.

Language Requirement. A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. A student who has not passed the foreign language examination by the end of the first year is not eligible for financial aid from the University for the second year. The completion of language requirements at another university does not exempt the candidate from the Brandeis requirement.

Quantitative Methods. All students in the program are urged, but not required, to attend the summer training in quantitative methods at the Newberry Library, Chicago, Illinois. In past years, limited funds have been made available to defray expenses of students who choose to participate in the program.

Qualifying Examination. Each doctoral candidate must pass at the doctoral level a qualifying examination in the following four fields: (1) general American history, one examiner will be in early American history and the other in modern American history; (2) a period of specialization in American history; (3) an area of comparative modern

European, Asian, Latin American or African history; (4) a related field of study, involving one of the disciplines in the social sciences or the humanities. (Note the three alternative approaches for the fourth field specified under Objectives.) The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present. The special period may be redefined on request, for good academic reasons. All proposed fields must be submitted in writing and approved by the Executive Committee. Students entering the program without previous graduate training in American history are expected to take the Qualifying Examination no later than the end of their fifth semester of residence and must pass the examination by the end of the sixth semester. Students who have earned an M.A. in history elsewhere, or who have one year of transfer credit for work taken elsewhere, are expected to take and pass the Qualifying Examination by the end of their second year in the program.

Unless the student elects a single three-hour oral examination on all four fields, the Qualifying Examinations will be taken separately in each of the fields, with the general American field coming at the end. For each of the fields (2), (3), and (4), as above, the student will choose one appropriate professor with the approval of the chairman of the program. That professor, in consultation with the student, will define the requirements, course of preparation, and mode of examination (written and/or oral) for the field.

For the general American field, the Chairman will appoint two members of the Executive Committee as examiners. The student may choose a one-hour oral examination or a three-hour written examination followed, if the examiners so require, by an oral examination. In either case, the two professors in consultation with the student will define in advance the major themes or problems on which the examination will be based. So far as possible, fields (3) and (4), as above, should be selected with a view to broadening and deepening the student's understanding of his or her American history fields, and providing valuable background for the dissertation work.

With the consent of the Chairman and the professor concerned, qualified students in appropriate cases may be examined in fields (3) or (4), as above, by a faculty member at another university. Moreover, with the consent of the Executive Committee, examinations in fields (3) or (4), as above, may be waived for students with the M.A., J.D., or other advanced degrees that represent a level or kind of training and achievement fully equivalent to those required in the Brandeis examinations for those fields.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree upon satisfactory completion of the following: course and residence requirements, demonstration of a high level of proficiency in one foreign language, the qualifying examinations, and when the prospectus for a dissertation is approved by the Executive Committee.

Dissertation and Defense. When the dissertation is accepted by the Committee, a final oral examination will be scheduled at which the candidate must successfully defend his or her dissertation before the Committee and other members of the faculty who may participate. After a candidate has successfully defended the dissertation, he or she will give a public lecture.

Courses of Instruction

HISTORY 190aR. Historiography

A critical analysis of classical historiography. *Required of first-year graduate students in the History of American Civilization and Comparative History programs.*

Mr. Fischer

HISTORY 200a. Colloquium in American and European Comparative History Since the 18th Century

Comparative examination of major historical issues in Europe and the United States from the eighteenth through the twentieth centuries. *Required of first-year graduate students in the History of American Civilization and Comparative History programs.*
Messrs. Schuker and Keller

HISTORY 201aA — 208aA. Directed Research in American History

Students will normally elect one of the following in the fall term of the first and the second years. Each is designed to provide experience in designing, researching and writing a substantial essay of a monographic character, based on extensive use of sources. This is the equivalent of a full course and extends the due date for the final draft of the paper to March 1, to permit sufficient time for a major project. Specific research topics are selected by the student in consultation with the professor.

201aA. Topics in American Art and Architecture *Mr. Bernstein*

203aA. Topics in American Colonial History *Mr. Demos*

204aA. Topics in Social History, with Emphasis on the Early Republic
Mr. Fischer

205aA. Topics in Modern America *Mr. Keller*

207aA. Topics in Political and Social Thought, with Emphasis on the Period 1750-1850

208aA. Topics in Modern American Labor: Working-Class History *Mr. Keyssar*

HISTORY 301-308. Readings in the History of American Civilization

The following are available in either semester:

301a or b. *Mr. Bernstein* 305a or b. *Mr. Keller*

303a or b. *Mr. Demos* 307a or b. *Mr. Meyers*

304a or b. *Mr. Fischer* 308a or b. *Mr. Keyssar*

The following readings courses are offered on a regular basis to groups of students who wish to use them in order to prepare for their general examinations.

HISTORY 313-318. Readings in the History of American Civilization

313a or b. Colonial History, 1607-1750 *Mr. Demos*

314a or b. American Social History, 1750-1870 *Mr. Fischer*

315a or b. Political History, 1870-present *Mr. Keller*

317a or b. American Intellectual History, 1750-1870 *Mr. Meyers*

318a or b. American Social History, 1870-present *Mr. Keyssar*

HISTORY 401-408. Dissertation Research

401. *Mr. Bernstein* 405. *Mr. Keller*

403. *Mr. Demos* 407. *Mr. Meyers*

404. *Mr. Fischer* 408. *Mr. Keyssar*

For courses available to History of American Civilization students in other historical areas, see the listings by departments and programs in the Graduate School and College catalogs, especially under Comparative History and History of Ideas.

In addition, the following courses may be taken as equivalent to History of American Civilization seminars:

HISTORY 150aR. Colonial America: People, Culture and Society *Mr. Demos*

HISTORY 151a. The Founding of the American Republic *Mr. Meyers*

- HISTORY 151b. Male and Female in the American Past** *Mr. Demos*
- *HISTORY 152b. Problems of Democracy in Jacksonian America**
- HISTORY 154b. The History of Modern America** *Mr. Keller*
- HISTORY 156a. American Society: An Analytical History, 1607 to the Civil War** *Mr. Fischer*
- *HISTORY 156b. American Society: An Analytical History, Civil War to the Present**
- *HISTORY 158a. Working Class History in the United States**
- *HISTORY 159a. Immigration and Immigrants in American History**
- HISTORY 159bR. Family and Society in American History**
Messrs. Demos and Keyssar
- HISTORY 160aR. Adams and America** *Mr. Meyers*
- HISTORY 161a. The American Political Tradition: Origins of the Civil War** *Mr. Meyers*
- *HISTORY 161bR. The American Polity**
- HISTORY 163b. American Foreign Relations in the Twentieth Century** *Mr. Schuker*
- *HISTORY 167b. Topics in American Legal History**
- HISTORY 236b. Graduate Seminar: The American Renaissance**
See English 236b. *Mr. Gilmore*

JOINT PROGRAM OF LITERARY STUDIES

Comparative Literature, French, German, Russian and Spanish.

Objectives

The joint program of literary studies normally accepts only students who declare themselves for the Ph.D. degree in the areas listed above. Interdisciplinary in design, the program aims to train literary scholars and teachers whose professional capabilities will be broader than their individual specialties. Students will have the opportunity to study the theory of literature, history and theory of literary criticism, and scholarly methodology in addition to the specific literatures in which the degree will be earned. A small and carefully selected student body will work closely with the faculty of the program and with one another in a core curriculum before specializing. Students are encouraged to plan an individual program of studies within their interests in consultation with their adviser(s). Although the program encourages individual initiative, with the advice and consent of adviser(s), it should be stressed that all students, whatever their areas, must master the basic literature, primary and secondary, in their field. The General Examinations will assume both breadth and depth of such knowledge. (Reading lists for each area are available.)

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this program. Applications must be received no later than March 1. Please be sure to mark clearly the *area* of your choice on the application form. Each applicant must submit at least *one* college-level essay on a literary subject (which may be written in English) as a sample of work.

Faculty

Committee:

Professor Denah Lida, *Chairwoman*, (Spanish)

Professor Edward Engelberg (Comparative Literature)

Professor Murray Sachs (French)

Associate Professor Robert Szulkin (Russian)

Professor Harry Zohn (German)

In addition, all faculty members of the Departments of Germanic and Slavic Languages and Romance and Comparative Literature participate in this program.

Degree Requirements

Master of Arts

Only doctoral candidates will be accepted into the program. However, students who have completed two years of full-time study in residence may be awarded the M.A. degree. Such students must be in good standing (no incompletes). In addition, such students must have passed the language requirement, either by certification and/or examination, as follows: single area candidates: *one* foreign language *other* than the major language; comparative literature candidates: *two* foreign languages *other* than the major language. Finally, such students must have passed satisfactorily the Qualifying Examinations. (Students who receive this M.A. will be expected to demonstrate to the satisfaction of the Committee substantial competence in *one* of the areas of the program: e.g., Spanish, Russian, French.)

Doctor of Philosophy

Program of Study. Individual programs of study will be arranged between students and their advisers. The core curriculum consists of several elements: all students in the Program are obligated to enroll in Literary Studies 201a and 201b (The History and Theory of Criticism from Aristotle to the Moderns) and in Literary Studies 200a (Methods of Research). All students in the Program will be held responsible for certain works on literary theory, literary history, aesthetics (not studied in the criticism seminars) at the time of General Examination.

Although the Program is designed to permit students to develop their studies coincident with their interests and talents, and in consultation with their adviser(s), full-time students are expected to enroll in at least *three* literary studies seminars each year during the first two years of residence. In the first year students are obliged to enroll in the year seminar, History and Theory of Criticism, and Methods of Research (one semester); hence first year students are expected to augment this schedule with *at least* one or two additional seminars from the literary studies offerings.

Residence Requirements. The minimum residence requirement is two years of full-time study beyond the bachelor's degree.

Language Requirements. Students will be asked to demonstrate a reading competence in *at least* two foreign languages to be determined in consultation with their advisers. In certain areas of specialization, additional languages (e.g., Latin) may become necessary research tools (comparative literature students should consult the special statement on language requirements below). Students must be certified in at least one language by the end of the first year in residence.

Qualifying Examinations. Qualifying examinations must be taken at the start of a student's second full year in residence, with the purpose of determining that the student is qualified to study literature productively at the doctoral level. Only students who have a complete and satisfactory record for their first year will be permitted to take the Qualifying Examinations. *No postponement of these examinations is allowed.* The examinations are both written and oral, and will be scheduled each year for the third or fourth week in September. The examinations are prepared and conducted by a three-member faculty committee chosen at the end of the first year of study by the candidate in consultation with the candidate's faculty adviser. At the outcome of the examination, the candidate receives a detailed written evaluation from the three-member committee, based on the written and oral performances and on the entire record of the candidate's first year in residence.

General Examinations. Students may take the General Examinations, which demonstrate full competency in their chosen discipline, whenever they and their advisers feel they can appropriately do so. However, all students are expected to have completed the General Examinations no later than the fall semester of their fourth year in residence. Examinations will be offered twice each academic year, in October and May, and will consist of three written examinations and an oral examination. Details about the contents and procedures are available on request.

Admission to Candidacy. Candidates will be recommended for admission to candidacy when the residence and language requirements have been met, the General Examinations have been successfully passed, and a prospectus of the candidate's proposed dissertation topic has been approved by a committee of the area concerned.

Dissertation and Defense. The completed dissertation must be read and found acceptable by its director and two other readers before the candidate is eligible for the Final Oral Examination. The Final Oral Examination will be conducted by a committee of not less than four, one of whom must come from outside the candidate's area.

Teaching. All students in the Program are expected to do some supervised teaching, either as a teaching assistant or by means of other arrangements. In some areas, where teaching assistantships may at times be unavailable, students will be expected to fulfill some teaching opportunities (occasional class lectures, for example) without remuneration.

For Candidates in Comparative Literature

1. Any student in the Program who declares candidacy in comparative literature should decide, as soon as possible, on a *major* and *minor* literature. The major literature may *not* be English or American. Exact "proportions" cannot be stated in advance and will be worked out in consultation between students and adviser(s).

2. Candidates in comparative literature are expected to take three language examinations as follows:

a. The major language, which should be near level of mastery (reading, writing and speaking) on acceptance to the Program. Students may simply be "certified" for this language if their level of competence is obvious.

b. The second foreign language should be mastered as a reading language with a fluency that will permit easy access to all primary and secondary literature in the specified area.

c. The third foreign language should be a reading tool for primary and especially secondary materials.

It is quite possible that for certain areas of specialization — Medieval, Renaissance, etc. — additional languages will become necessary (e.g., Latin, Catalan, Old French).

Courses of Instruction

***LITERARY STUDIES 200a. Methods of Research**

***LITERARY STUDIES 201a. History and Theory of Criticism: The Old Tradition**

LITERARY STUDIES 201b. History and Theory of Criticism: The Development of Modern Critical Theories
Mr. Engelberg

***LITERARY STUDIES 202b. Fiction: Theory and Practice**

***LITERARY STUDIES 203a. Romantic Phenomena**

LITERARY STUDIES 204b. Theory and Practice of Literary Translation
Mr. Zohn

LITERARY STUDIES 205a. Crosscurrents in the French and English Enlightenments
Mr. Gendzier

LITERARY STUDIES 206b. The Comic in Literature: Theory and Practice
Mr. Sachs

***LITERARY STUDIES 207a. Marxist Criticism: Literature and Society in Early Modern Europe**

***LITERARY STUDIES 208b. Cervantes in his European Context: Heritage and Lineage**

LITERARY STUDIES 209a. Modern Phenomena
Mr. Engelberg

***LITERARY STUDIES 210b. Genesis and Development of a Myth: Don Juan**

***LITERARY STUDIES 211a. The Tragic in Literature**

***LITERARY STUDIES 212b. Techniques of Stylistic Analysis**

LITERARY STUDIES 301 — 305. Readings in Area Studies: Tutorials

301a and b. Comparative Literature. Readings in Comparative Texts
Mr. Engelberg and Staff

302a and b. French. Readings in French Texts
Mr. Sachs and Staff

303a and b. German. Readings in German Texts
Mr. Zohn and Staff

304a and b. Russian. Readings in Russian Texts
Mr. Szulkin and Staff

305a and b. Spanish. Readings in Spanish Texts
Ms. Lida and Staff

LITERARY STUDIES 351 — 355. Directed Research

Open to advanced graduate students with the consent of the instructor and the Chairman of the Literary Studies Program.

351a and b. Comparative Literature	<i>Mr. Engelberg and Staff</i>
352a and b. French	<i>Mr. Sachs and Staff</i>
353a and b. German	<i>Mr. Zohn and Staff</i>
354a and b. Russian	<i>Mr. Szulkin and Staff</i>
355a and b. Spanish	<i>Ms. Lida and Staff</i>

LITERARY STUDIES 400. Dissertation Research *Staff*

Following is a list of selected courses in each of the areas that constitute the Joint Program of Literary Studies, which may be of special interest to graduate students. For a full list of all courses available consult the undergraduate catalog under Departments of Germanic-Slavic Languages and Romance and Comparative Literature.

Students in Literary Studies should note also that the following course is open to them.

EUROPEAN LITERATURE 110a. Bibliography

Study of bibliographic methodology of documentation designed to offer the student a systematic approach to most widely used general and subject-oriented bibliographical reference works. All types of printed matter will be considered such as books, serials, documents, maps, etc. *Mr. Krek*

Comparative Literature

COMPARATIVE LITERATURE 102a. Love in the Middle Ages

This course will explore the medieval concepts of love, sacred and profane, concentrating on major works of such authors as the Troubadours, Chrétien de Troyes, Dante, Petrarch, Boccaccio, Chaucer and the Gawain poet. *Mr. Joseph*

***COMPARATIVE LITERATURE 103b. Madness and Folly in Renaissance Literature**

***COMPARATIVE LITERATURE 104a. Classicism and Rationalism**

***COMPARATIVE LITERATURE 105b. Crisis of Conscience: 1715-1830**

COMPARATIVE LITERATURE 106a. The "Double" Perspective of Reality: European Romanticism

Readings in Goethe, E.T.A. Hoffman, Hawthorne, Kleist, Gogol, DeQuincy, Dostoevsky and Wilde. *Mr. Engelberg*

COMPARATIVE LITERATURE 107b. Tradition and Revolution: Themes in European Modernism

Wagner, *Tristan and Isolde*; Thomas Mann, *The Magic Mountain*; Conrad, *Victory*; T.S. Eliot, *Four Quartets*; and readings in Baudelaire, Nietzsche, Freud and Henry James. *Mr. Engelberg*

COMPARATIVE LITERATURE 125aR. Women in Literature

A study of cultural and personal assumptions writers bring to their characterizations of women. Works by women authors are emphasized. Enrollment limited to twenty students. *Ms. Collard*

***COMPARATIVE LITERATURE 133bR. Aristocratic and Popular Drama in Japan and the West**

COMPARATIVE LITERATURE 137a. Dada and Surrealist Practice

In an effort to understand the impact on contemporary poetry of these movements "from within," major works by Jarry, Tzara, Apollinaire, Breton, Eluard and Arp will be read. Students will be asked to experiment with creative techniques, such as collage and composition by chance and association, originally explored by these poets and still important today. The course will end with readings of recent poets like O'Hara and Cage who demonstrate the vigor and viability of a tradition that originated at the Café Voltaire in Zurich in 1913. *Mr. Yglesias*

***COMPARATIVE LITERATURE 141b. The Picaresque Novel**

**COMPARATIVE LITERATURE 144b. The Outsider as Artist and Lover:
Kierkegaard, Baudelaire, Kafka and Buber**

The autobiographical, philosophical and literary writings of these authors exemplify the struggle to achieve meaning in an antagonistic age. All were "alienated" writers who believed that their dedication to art or God required them to renounce love and woman. We shall explore the interrelation of creativity, religious experience and human intimacy in their writings and attempt to define these problems in today's terms. *Mr. Kaplan*

***COMPARATIVE LITERATURE 148bR. Modern European Lyric**

***COMPARATIVE LITERATURE 150aR. The Bildungsroman**

COMPARATIVE LITERATURE 151b. Contemporary Critical Theory

See English 151b for description.

Mr. Merod

***COMPARATIVE LITERATURE 156b. Early European Narrative Forms**

***COMPARATIVE LITERATURE 158b. Images of Latin America in
Twentieth Century Fiction**

***COMPARATIVE LITERATURE 175b. The Psychological Novel**

***COMPARATIVE LITERATURE 180a. Versions of the "Absurd"**

COMPARATIVE LITERATURE 185aR. Dickens and Dostoevsky

See English 185aR for description.

Mr. Fisher

***COMPARATIVE LITERATURE 187b. Love in the Middle Ages**

***COMPARATIVE LITERATURE 192aR. The Faust Theme in European Literature**

***COMPARATIVE LITERATURE 193a. Native American Literature**

***COMPARATIVE LITERATURE 194aR. Social Disillusionment in the Novel:
1848-1925**

***COMPARATIVE LITERATURE 195a. Crime and Punishment:
Variations on a Literary Theme**

***COMPARATIVE LITERATURE 199b. The Roots of Literature**

French

FRENCH 112aR. The French Middle Ages

Types of literary expression in France from the eleventh century to the Renaissance, with close study of representative examples of epic, romance, lyric, tale and drama from this period.

Mr. Maddox

***FRENCH 116b. The French Renaissance**

FRENCH 117a. French Classicism

An inquiry into the nature of classicism as a literary style in seventeenth century France with close study of representative examples of this style by such authors as Racine, Moliere, La Fontaine, Mme. de Lafayette, La Rouchefoucauld, La Bruyere.

Ms. Harth

***FRENCH 118b. The French Enlightenment**

***FRENCH 119a. French Romanticism**

***FRENCH 125a. The Evolution of French Poetry from the Middle Ages to the French Revolution**

FRENCH 138bR. The Great Age of French Fiction

A study of the rise of prose fiction to the status of the dominant literary genre in France during the nineteenth century. Celebrated works by the most influential novelists (Stendahl, Balzac, Flaubert and Zola) and short story writers (Merimee, Maupassant) of that era will be carefully analyzed.

Mr. Sachs

***FRENCH 140b. Twentieth Century French Theatre**

FRENCH 149aR. Twentieth Century French Fiction

Main trends in the modern novel in France from Gide to the New Novel, including the work of such writers as Proust, Malraux, Mauriac, Sartre, Camus, Sarraute, Robbe-Grillet, etc.

Mr. Kasell

FRENCH 150bR. Modern French Poetry

From Romanticism to Symbolism, the foundations of modern French poetry. Close reading of Baudelaire's *Les Fleurs du Mal* and selected verse of Rimbaud, Verlaine, Mallarme and Valery. The themes of good and evil, the role of art, conceptions of language, and the changing mission of the poet will be emphasized.

Mr. Kaplan

***FRENCH 160aR. From Anti-Rationalism to "Engagement" in Modern French Literature**

***FRENCH 170bR. The Moralistic Tradition in French Literature**

***FRENCH 180b. Modern French Critical Thought**

***FRENCH 190a. Major Authors Seminar: Moliere**

German

GERMAN 102a. German Literature before 1700

Though the emphasis will be on Minnesang, the Middle High German epics, and Baroque literature, there will be some attention to the Gothic and Old High German periods as well as to the literature of the Reformation.

Lectures and readings are in German

Mr. Jacoby

***GERMAN 110aR. Introduction to the Life and Works of Goethe**

***GERMAN 120a. Enlightenment, Storm and Stress, Idealism:
Lessing, Lenz, and Schiller**

***GERMAN 130b. German Romanticism**

GERMAN 140aR. German Literature in the Nineteenth Century

A study of German, Austrian, and Swiss prose, poetry, and drama from Heine to Hauptmann, including the major figures of "Young Germany," Poetic Realism, and Realism (Buchner, Droste-Hulshoff, Morike, Grillparzer, Gotthelf, Hebbel, Stifter, Nestroy, Keller, Raabe, Fontane, etc.).

Lectures and readings in German.

Mr. Frey

GERMAN 150aR. The Jewish Contribution to German Literature

This course will examine the literary harvest of the German-Jewish symbiosis from the Minnesinger Susskind von Trimberg to Nelly Sachs, the poetess of the Holocaust, concerning itself with those Jewish writers in or from Germany (Heine, Wasserman, Lasker-Schuler), Austria (Beer-Hoffman, Schnitzler, S. Zweig), and Czechoslovakia (Kafka, Brod, Werfel) whose writings reflect Jewish themes or were shaped by the creative tension between the writers' Jewishness and the culture of German-speaking countries.

Lectures and discussions in English. Students with advanced preparation will be expected to do the reading in German.

Mr. Zohn

***GERMAN 160bR. German Drama and Lyric Poetry from Naturalism to the
Second World War**

GERMAN 170bR. German Literature Since the "Year Zero" (1945)

A survey of postwar and contemporary German literature, East and West, as represented by short stories, novels, dramas, radio plays and lyric poetry. A wide variety of traditional and experimental styles will be demonstrated in shorter texts, but some emphasis will be given to major figures such as Boll, Grass, Frisch, Durrenmatt, Weiss and Handke.

Lectures and readings in German.

Mr. Frey

***GERMAN 180a. Twentieth Century Prose: Mann, Kafka, Hesse**

Italian

ITALIAN 110b. Modern Italian Literature

Analysis of major works by Verga, Pirandello, Svevo, Moravia, Lampedusa, Pavese, and Vittorini with respect to political, economic and social problems of post-Risorgimento Italy. Lectures, discussion, readings and written work in Italian.

Ms. Di Silvio

ITALIAN 140a. Dante's Divine Comedy

A careful examination of the entire poem in itself and with respect to its medieval context.

Lectures, discussion and readings in English.

Mr. Lansing

Russian

***RUSSIAN 112bR. Theory of Language (Proto-Slavic)**

***RUSSIAN 117a. Pre-Nineteenth Century Russian Literature**

***RUSSIAN 130aR. Nineteenth Century Russian Literature**

***RUSSIAN 145b. Nabokov**

RUSSIAN 146a. Dostoevsky

A comprehensive survey of Dostoevsky's life and works, with special emphasis on his five novels. Conducted in English. *Ms. Dalton*

RUSSIAN 148aR. Survey of Russian Theater from 1719 to 1917 *Mr. Szulkin*

***RUSSIAN 149bR. Twentieth Century Russian Literature**

RUSSIAN 161b. The Structure of Modern Russian

An examination of the Russian language as a system, using linguistic description wherever it facilitates practical mastery. The main emphasis is on word formation analysis, but some attention is given to phonetics, stress patterns, intonation and sentence structure. *Mr. Lipson*

Spanish

SPANISH 120aR. Cervantes: In Depth Study of *Don Quijote

***SPANISH 125a. The Seventeenth Century**

SPANISH 130a. Nineteenth Century Spanish Literature

Social criticism and literary innovation in prose and verse. *Conducted in English.*
Readings available in Spanish and English. *Ms. Lida*

***SPANISH 140a. Masters of Spanish Poetry**

SPANISH 150aR. Spanish Drama of the Siglo de Oro

The transformation and development of modern theater as seen in representative works of the great authors. *Ms. Rauchwarger*

SPANISH 160a. Studies in Latin America Literature I

Topics for 1979-80: The Short Story in Latin America.

A study of the development of short prose fiction as an artistic genre in Latin America with emphasis on change, attitudes and techniques. Reading and analysis of stories by such writers as Echeverria, Dario, Quiroga, Borges, Arreola, Carpentier, Rulfo, Anderson-Imbert, Cortazar, Fuentes, Garcia Marquez. *Mr. Rosser*

***SPANISH 160bR. Readings in Latin American Literature II**

***SPANISH 161aR. Masters of Modern Latin American Poetry**

***SPANISH 162b. Studies in Argentine and Brazilian Literature**

SPANISH 163b. Colonial and Nineteenth Century Latin American Literature

Attention will be given to certain Spanish literary currents (i.e., epic poetry, picaresque novel, *costumbrismo*, romanticism), with focus on their evolution in Latin America in representative works, beginning with indigenous artistic expression and the perspectives offered by the literature of the exploration. *Mr. Rosser*

SPANISH 170b. The Generation of 1898

Conducted in English. Readings available in Spanish and English. *Mr. Duffy*

***SPANISH 180bR. Twentieth Century Spanish Literature**

MATHEMATICS

Objectives

The graduate program in mathematics is designed primarily to lead to the Doctor of Philosophy degree. The formal course work is devoted to giving the student a broad foundation for work in modern pure mathematics. An essential part of the program consists of seminars on a variety of topics of current interest in which mathematicians from Greater Boston often participate. In addition, the Brandeis-Harvard-M.I.T. Mathematics Colloquium gives the student an opportunity to hear the current work of eminent mathematicians from all over the world.

Admission

The general requirements for admission to graduate work in mathematics are the same as those for the Graduate School as a whole. The Department has available a variety of fellowships and scholarships for well-qualified students. To be considered for such financial support the student should submit an application by February 1.

Faculty

Professor Edgar H. Brown, Jr., *Chairman*: Algebraic Topology: Manifolds, Cobordism, Surgery, Homotopy, Theory.

Professor Maurice Auslander: Non-commutative Algebra. Homological Algebra.

Professor David A. Buchsbaum: Commutative Algebra. Homological Algebra.

Professor Harold I. Levine: Differential Topology. Singularities of Differential Maps.

Professor Jerome P. Levine: Differential Topology. Knot Theory and Related Algebra.

Professor Teruhisa Matsusaka: Algebraic Geometry. Classification and Deformations of Algebraic Varieties.

Professor Alan L. Mayer: Classical Algebraic Geometry and Related Topics in Mathematical Physics.

Professor Paul B. Monsky: Number Theory. Arithmetic Algebraic Geometry.

Professor Richard S. Palais: Non-linear Partial Differential Equations. Calculus of Variations in Geometry of Mathematical Physics. Transformation Groups.

Associate Professor David Eisenbud: Commutative Algebra. Algebraic Geometry. Knot Theory and Singularities of Complex Varieties. C^∞ Functions.

Associate Professor Gerald W. Schwartz: Smooth and Algebraic Transformation Groups, especially Orbit Structures. C^∞ Functions on \mathbb{R}^n .

Associate Professor Pierre Van Moerbeke: Stochastic Processes. Korteweg-de Vries Equation. Toda Lattices.

Assistant Professor Allan Adler: Algebraic Geometry. Automorphic Forms. Mathematical Logic.

Assistant Professor Robert Bruner: Homotopic Theory. Homological Algebra. Algebra in Stable Homotopy Theory.

Visiting Assistant Professor Corrado De Concini: Algebra.

Assistant Professor Robert Ephraim: Algebraic Geometry. Analysis.

Assistant Professor Jerry Feinberg: Analysis.

Assistant Professor Michael Harris: Arithmetic of Abelian Varieties Over Number Fields. Class Field Theory. P-adic Representation Theory. L-Functions.

Assistant Professor Roland S. Irving: Non-Commutative Ring Theory. Representation Theory of Algebras.

Assistant Professor Kiyoshi Igusa: Differential Topology. Algebraic K-Theory.

Visiting Assistant Professor Christine Riedtmann: Representation Theory of Algebras.

Assistant Professor Charles Rockland: Partial Differential Equations. Group Representations.

Degree Requirements

Master of Arts

1. One year's residence as a full-time student.
2. Successful completion of an approved schedule of courses.
3. Satisfactory performance in the three first year courses in algebra, analysis and topology — or equivalent examinations (see Program of Study).
4. Proficiency in reading French, German, or Russian.

Doctor of Philosophy

1. Residence as a full-time student for two years.
2. Successful completion of an approved schedule of courses.
3. Superior performance in the three first year courses in algebra, analysis and topology — or equivalent examinations (see Program of Study).
4. Superior performance in the Qualifying Examination.
5. Proficiency in reading two of French, German or Russian.
6. Doctoral dissertation approved by the Department.
7. Final examination consisting of the defense of dissertation.

Program of Study. The normal first year of study consists of Mathematics 101a and b, 111a and b, and 121a and b. In exceptional circumstances and only with the permission of the graduate adviser, a student with superior preparation may omit one or more of these courses and elect higher level courses instead. In this case he or she must take an examination in the equivalent material during the first year. The second year's work will normally consist of three higher level courses in addition to preparation for the qualifying examinations described below. Upon completion of the qualifying examinations, the student will choose a dissertation adviser and begin work on a thesis. This should be accompanied by advanced courses and seminars.

Qualifying Examination. The Qualifying Examination consists of two parts: a major examination and a minor examination. Both are normally taken in the latter part of the second year but may occasionally be postponed until early in the third year. For the major examination the student will choose a limited area of mathematics, e.g. differential topology, or several complex variables, or ring theory — and a major examiner from among the faculty. Together they will plan a program of study and a subsequent examination in that material. The aim of this study is to prepare the student for research toward the Ph.D. The minor examination will be more limited in scope and less advanced in content. The procedures are similar to those for the major examination, but its subject matter should be significantly different.

Admission to Candidacy. To be admitted to candidacy for the Ph.D. degree in Mathematics, the student must have successfully completed the qualifying examination, must demonstrate proficiency in reading French, German or Russian and must be recommended for candidacy by the department.

Dissertation and Defense. The doctoral degree will be awarded only after the submission and acceptance of an approved dissertation and after the successful defense of that dissertation.

Courses of Instruction

MATHEMATICS 101a and b. Algebra I

Groups, rings, modules. Galois theory, affine rings and rings of algebraic numbers. Multi-linear algebra. The Wedderburn Theorem. Other topics as time permits.

Mr. Buchsbaum, 1st Term
Staff, 2nd Term

MATHEMATICS 110a. Geometric Analysis

Manifolds, tangent vectors and vector fields, Sard's Theorem and the embedding theorems. Basic properties of Lie groups. Riemannian structures and convex neighborhoods. Differential forms and DeRham's Theorem.

Mr. H. Levine

MATHEMATICS 110b. Geometric Analysis

Introduction to the theory of smooth mapping: transversality and stability.

Mr. H. Levine

MATHEMATICS 111a and b. Analysis I

Measure and integration, Hilbert and Banach spaces. The Cauchy Integral Theorem, the calculus of residues, and the maximum modulus principle. Conformal mappings. Other topics as time permits.

Mr. Feinberg, 1st Term
Mr. Palais, 2nd Term

MATHEMATICS 121a and b. Topology I

Point set topology, fundamental group, covering spaces. Simplicial complexes, elementary homology and cohomology theory with applications. Manifolds and orientation, cup and cap products, Poincare duality. Other topics as time permits.

Mr. Bruner

MATHEMATICS 200. Graduate Seminar

Staff

MATHEMATICS 201a and b. Algebra II

Mr. De Concini

MATHEMATICS 202a and b. Algebraic Geometry I

An introduction to the subject of algebraic geometry.

Mr. Adler

MATHEMATICS 203a. Representation Theory of Artin Algebras

Classical representation theory of finite groups over complex numbers including a proof of Burnside's p q theorem. Introduction to modular representation theory of finite groups. Basic facts about modules over artin algebras. Representations of diagrams. Nakayama algebras.

Mr. Auslander

MATHEMATICS 203b. Representation Theory of Artin Algebras

Existence and applications of almost split sequences to representations of artin algebras and classical orders. Higher dimensional lattices and orders.

Mr. Auslander

MATHEMATICS 211a. Analysis II

Topics in complex analysis.

Mr. Palais

MATHEMATICS 221a. Topology II

Elementary homotopy theory, fibrations, obstruction theory, and spectral sequences.

Mr. Igusa

MATHEMATICS 221b. Topology II

Cohomology operations, characteristic classes, classifying spaces, elementary cobordism. *Mr. Igusa*

MATHEMATICS 250aR. Riemann Surfaces

Construction of Riemann surfaces. Basic topological and analytical properties. Existence theorems. Uniformization. Function theory on compact Riemann surfaces: Riemann-Roch theorem, Jacobi varieties, automorphisms. Further topics such as Kleinian groups, automorphic forms, Teichmüller theory.

Mr. Van Moerbeke

MATHEMATICS 291. Fellowship of the Ring — Seminar in Commutative Algebra
Staff

MATHEMATICS 293. Topology Seminar *Staff*

MATHEMATICS 294. Seminar in the Geometry of Singularities *Staff*

MATHEMATICS 295. Algebraic Geometry Seminar *Staff*

MATHEMATICS 296. Seminar in Artin Rings and Representation Theory *Staff*

MATHEMATICS 299a and b. Readings in Mathematics *Staff*

MATHEMATICS 302a. Algebraic Geometry *Mr. Mayer*

MATHEMATICS 302b. Arithmetic Algebraic Geometry *Mr. Mayer*

MATHEMATICS 311a. Topics in Analysis *Mr. Rockland*

MATHEMATICS 321a. Algebraic Topology III *Mr. Brown*

MATHEMATICS 321b. Algebraic Topology III *Mr. J. Levine*

MATHEMATICS 324b. Lie Groups *Mr. Schwartz*

***MATHEMATICS 335a. Non-Commutative Algebra**

MATHEMATICS 335b. Non-Commutative Algebra *Ms. Riedtmann*

MATHEMATICS 399a and b. Readings in Mathematics *Staff*

MATHEMATICS 401 — 412. Research

Independent research for the Ph.D. degree.

- | | | |
|---------------------------|---------------------------|------------------------------|
| 401. <i>Mr. Auslander</i> | 405. <i>Mr. J. Levine</i> | 409. <i>Mr. Schwartz</i> |
| 402. <i>Mr. Brown</i> | 406. <i>Mr. Matsusaka</i> | 410. <i>Mr. Eisenbud</i> |
| 403. <i>Mr. Buchsbaum</i> | 407. <i>Mr. Monsky</i> | 411. <i>Mr. Mayer</i> |
| 404. <i>Mr. H. Levine</i> | 408. <i>Mr. Palais</i> | 412. <i>Mr. Van Moerbeke</i> |

MUSIC

Objectives

The graduate program in Music, leading to the degrees of Master of Fine Arts and Doctor of Philosophy, is designed to provide a command of the craft of composition and an understanding of the nature, structural basis, and historical development of music.

The following general fields of study are offered in music:

1. *Composition.* This program emphasizing composition and supported by studies in analysis, leads to the degrees of Master of Fine Arts and Doctor of Philosophy.

2. *Music History.* This program, including studies in a variety of techniques, including analysis, applied to different repertoires and historical problems, leads to the degrees of Master of Fine Arts and Doctor of Philosophy.

3. Applicants in music theory are welcomed, although no program specifically confined to theory is offered. The course of study is individually determined, in consultation with the faculty, to comprise courses in theory, analysis, history of theory, and music history, offered under the above two headings.

Students must specialize in one of these areas, but composers are expected to undertake some work in music history and historians to acquire some competence in tonal writing.

Admission

Only a limited number of students will be accepted. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Applicants for study in musical composition and theory are required to submit, in addition to a transcript of their undergraduate records, evidence of qualification in the form of examples of original work in musical composition and advanced work in musical theory. Applicants for admission in the history of music should submit examples of their prose writing on music as evidence of their ability to handle the language and specialized vocabulary. Undergraduate theses or term papers will be satisfactory. History applicants wishing to specialize in analysis should also submit examples of advanced work in musical theory. This work should be submitted together with the formal application for admission.

All applicants are expected to have some proficiency at the piano or on an orchestral instrument. Information about this should be furnished when making formal application. A departmental written test in basic musicianship and analysis will be sent to all applicants; answers are to be submitted by mail on or before February 15.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the Department on or before the final date specified in the Academic Calendar for filing "Application for Financial Aid." Readmission will be refused in cases where students have not demonstrated a capacity for acceptable graduate work.

Faculty

Professor Martin Boykan, *Chairman*

Professor Caldwell Titcomb, *Co-Chairman and Director of Graduate Studies*

Professor Margaret H. Bent

Professor Arthur V. Berger

Professor Paul H. Brainard

Professor Robert L. Koff, *Director of Performing Activities*

Professor Harold S. Shapero, *Director of Electronic Studios*

Professor Seymour J. Shifrin

Associate Professor James D. Olesen

Associate Professor Joshua Rifkin

Assistant Professor Ashenafi Kebede

Assistant Professor Allan R. Keiler, *Theory Coordinator*

Assistant Professor Conrad M. Pope

Instructor David M. Hoose

Instructor Edward Nowacki

Performing Artist-in-Residence Timothy C. Aarset

Performing Artist-in-Residence Maynard Goldman

Performing Artist-in-Residence Rosalind D. Koff

Degree Requirements

Master of Fine Arts

Language Requirements.

Group A: French, German, Italian.

Group B: Spanish, Latin, Hebrew, Greek (and other languages at the discretion of the music faculty).

Candidates for the master's degree in Musical Composition and Theory must possess a reading knowledge of one language from Group A.

Candidates for the master's degree in History of Music must possess a reading knowledge of two languages in Group A.

Foreign language course credits will not in themselves constitute fulfillment of the language requirements for advanced degrees. All candidates must pass language examinations set or approved by the music faculty and offered periodically during the academic year. Students are urged to take these examinations at the earliest feasible date. In case of failure, an examination may be taken more than once.

Instrumental Proficiency. At least moderate proficiency at the piano is required of all candidates for advanced degrees.

Residence Requirements. Six full courses or the equivalent in half-courses at the graduate level, completed with distinction, and a thesis are required of all candidates.

The department normally allows credit for no more than one full course taken at another institution.

In general, the program of course work is completed in two academic years. It is suggested that students pursue no more than three full courses in any one year.

Examinations. Shortly after their arrival, new graduate students will be expected to take an examination in the standard literature of music. Where deficiency occurs, examinations will be repeated.

Before the end of their second year of study, candidates for the degree of Master of Fine Arts must demonstrate their competence in both theory and history by means of a written general examination in their major field, and either by an examination or by one of the following alternatives in their minor field:

For candidates in composition, the successful completion of Music 182a (or b) or 183a (or b), or of comparable courses taken elsewhere, will be accepted in lieu of a minor general examination in music history. The faculty reserves the right to evaluate the student's accomplishment in history courses not taken at Brandeis.

For candidates in music history, competence in theory can be demonstrated by the successful completion of at least one semester of Music 227, or by a written examination.

The following timetable is suggested for major general examinations: *For candidates in composition*, the composition examination may be taken during the first year and repeated if necessary in the second; the analysis portion of the examination will normally be taken during the second year. Examinations may be repeated in the third year only in the case of a student not proceeding beyond the master's degree. *For candidates in music history*, major general examinations will normally be taken during the second year; they may be repeated in the third year at the discretion of the faculty.

Thesis. Candidates for the degree of Master of Fine Arts in music are required to submit a thesis. For candidates in musical composition and theory, this will consist of a musical composition, its scope to be approved by the music faculty. For candidates in the history of music it will be an analytical or historical study on a topic acceptable to the music faculty. Candidates in the history of music may submit, in lieu of a separate thesis, revised copies of two seminar papers that have been certified by the seminar instructor and at least one other faculty member as demonstrating a high degree of competence in research and writing. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than December 1 for a February degree or March 1 for a May degree.

Doctor of Philosophy

Admission to the doctoral program is normally granted at the end of the second year of residence, and is determined by the student's performance in course work and general examinations. For candidates in music history, acceptance may be deferred pending repetition of portions of the major examinations.

Residence Requirements. A minimum of eight full courses or the equivalent in half-courses at the graduate level, completed with distinction, are required of all candidates.

In general, the program of course work will be completed in three academic years.

Applicants who have done graduate work elsewhere may apply for transfer of credit for such work; a maximum of one year of residence may be granted.

Instrumental Proficiency. At least moderate proficiency at the piano is required of all candidates.

Language Requirements. Candidates for the doctoral degree in the history of music must possess a reading knowledge of all three languages in Group A. If appropriate to the student's program, the music faculty may accept a language in Group B in lieu of Italian. Candidates in composition and theory must possess a reading knowledge of two languages in Group A.

Examinations. Candidates for the Ph.D. degree have no additional written examination requirements in their major field beyond those for the M.F.A. In the minor field, doctoral-level examinations may, if desired, be replaced by the option of an additional semester of course work completed with distinction. For candidates in composition and theory, a semester of Music 200 or 299 is suggested; for candidates in history, an additional semester of Music 227.

After meeting their language, residence, and general examination requirements, candidates for the Ph.D. must pass a special oral qualifying examination.

Admission to Candidacy. Students will be admitted to candidacy for the Ph.D. degree upon successful completion of the written and oral qualifying examinations, fulfillment of the language requirements, and the approval of a dissertation topic.

Dissertation. Candidates for the degree of Doctor of Philosophy in Composition must submit an original musical composition and a thesis on a theoretical or analytical subject. Candidates for the degree of Doctor of Philosophy in History of Music must submit a dissertation on an historical or analytical subject. Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed six hundred words in length, should be submitted to the department or committee chairman no later than December 1 for a February degree and March 1 for a May degree of the academic year in which the Ph.D. degree is to be conferred.

Written dissertations should demonstrate the competence of the candidate as an independent investigator, his or her critical ability, and effectiveness of expression. Upon completion of the dissertation the candidate will be expected to defend it in an oral examination.

Courses of Instruction

Except in the rarest circumstances, graduate credit is not allowed for courses numbered below Music 165.

MUSIC 168aR. Orchestration

The instruments of the orchestra; their construction, ranges and playing techniques, with a consideration of their use by major composers; the methods of writing effectively for present-day instruments, individually and in combination; the mechanics of reading and writing a score. Written exercises, analysis of scores, study of recorded performances, and live demonstrations. *Mr. Titcomb*

MUSIC 171a. History of Music and Drama Criticism

This seminar will deal with the various approaches, theoretical and practical, to the challenging task of writing about two of the most important of the performing arts. The journalism of representative critics, past and present, will be discussed; the students will gain practical experience through the regular writing of play or concert reviews at the newspaper and superior-magazine level. *Mr. Titcomb*

***MUSIC 180b. Ethnomusicology**

***MUSIC 182aR. Medieval and Renaissance Periods**

***MUSIC 183aR. Baroque and Pre-Classical Periods**

MUSIC 184a. Classical and Romantic Periods

Selected topics in the history of music, ca. 1770-1900.

Mr. Rifkin

MUSIC 185aR. Twentieth Century

Selected topics in the history and literature of music since 1900.

Mr. Pope

MUSIC 195a. Electronic Music

Composition, notation and recording of electronic music. Technical electronics as they apply to musical problems. *Mr. Shapero*

MUSIC 197aR. Tutorial in the Analysis of Tonal Music

Basic analytical problems of tonal music, approached through detailed study of a few representative works. *Mr. Shapero*

MUSIC 197bR. Tutorial in the Analysis of Twentieth Century Music

Basic analytical problems of the music of the twentieth century, approached through detailed study of a few representative works. *Mr. Pope*

MUSIC COLLOQUIUM

Discussions of special topics led by the faculty and occasional guests. Some of the sessions will include performances of new works. Required of all graduate students. *Non-credit.* *Staff and Visiting Lecturers*

MUSIC 200. Proseminar in Musicology

A survey of the principal subject matters, problems, and techniques comprising the discipline of musicology. *Mr. Brainard*

***MUSIC 203. Advanced Musical Analysis**

MUSIC 221a. Seminar in the Music of the Middle Ages

Studies in the history of music from early Christian times through the end of the fourteenth century. *Mr. Nowacki*

MUSIC 222. Seminar in the Music of the Renaissance

Studies in the history of music during the fifteenth and sixteenth centuries. Typical full-year projects include: manuscript production at Ferrara in the 16th century, authenticity and chronology in the motets of Josquin des Prez.

Mr. Rifkin

***MUSIC 223. Seminar in Baroque Music**

MUSIC 224a. Seminar in Pre-Classical and Classical Music

Study of historical problems in the music of the middle and late eighteenth century. *Mr. Brainard*

***MUSIC 225. Seminar in Romantic Music**

***MUSIC 226a. History and Literature of Western Music Theory: Baroque and Classical Periods**

MUSIC 226b. History and Literature of Western Music Theory: 1850 to the Present

The theories of Heinrich Schenker are examined both as part of the cultural and philosophical traditions of the 19th century and as a basis for examining the current issues and paradigms in music theory. Some of the important work contemporary with Schenker will be examined (e.g., Reimann, Hauptmann) as well as present-day analytic models (e.g., Meyer, Cone). More recent attempts to integrate music theory with work in other areas, especially linguistics, psychology and semiotics, will be discussed. *Mr. Keiler*

MUSIC 227a and b. Proseminar in Theory and Composition

Technical projects in theory and composition; tonal forms and contrapuntal techniques. *Mr. Shifrin, 1st Term*

Mr. Shapero, 2nd Term

MUSIC 228a. Seminar in Twentieth Century Techniques

Exercises in composition employing musical materials and organizational methods developed since about 1900, accompanied by analysis of works of composers from Debussy to the present. *Mr. Shifrin*

MUSIC 233a. Topics in Analysis

Mr. Shifrin

***MUSIC 244b. Berlioz**

MUSIC 246a. Stravinsky

Analysis of selected works of Stravinsky with emphasis on problems of pitch organization. Attention will be given to the use of the octatonic scale: its nature, its structural applications, and its possible antecedents.

Mr. Berger

***MUSIC 265a. Advanced Orchestration**

***MUSIC 270. Seminar in Serial Music**

MUSIC 292. Seminar in Composition

Group meetings and individual conferences. Opportunities for the performance of student works will be provided.

Messrs. Berger and Boykan

MUSIC 299a and b. Individual Research and Advanced Work

Staff

MUSIC 400 — 409. Dissertation Research

Required of all doctoral candidates

400. *Mr. Berger*

405. *Mr. Titcomb*

401. *Mr. Boykan*

406. *Ms. Bent*

402. *Mr. Brainard*

407. *Mr. Keiler*

403. *Mr. Shapero*

408. *Mr. Rifkin*

404. *Mr. Shifrin*

409. *Mr. Pope*

Electronic Music Studios

Two studios with facilities for the composition of electronic music are available to qualified student composers.

Director: Mr. Shapero

THE PHILIP W. LOWN SCHOOL OF NEAR EASTERN AND JUDAIC STUDIES

The Lown School is the center for all programs of teaching and research in the areas of Near Eastern and Judaic Studies. The School includes the Department of Near Eastern and Judaic Studies and the Hornstein Program for Jewish Communal Service. The Department offers academic programs in the major areas of its concern. The Hornstein Program is a professional training program leading to the Master of Arts degree in Jewish Communal Service. It makes full use of academic resources of the Department of Near Eastern and Judaic Studies and other departments in the university.

NEAR EASTERN AND JUDAIC STUDIES

Objectives

The graduate program in Near Eastern and Judaic Studies, leading to the Master of Arts and Doctor of Philosophy degrees, is designed to train scholars and teachers in the various cultures of the Near East and of classical and modern Judaic civilization, and to advance scholarly research in these areas. This work is done mainly through study of the relevant languages and literatures and the interpretation of historical sources.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this department. All candidates are required to have excellent control of Hebrew.

Faculty

- Professor Marvin Fox**, *Chairman and Director of the Lown School*: Jewish philosophy. Rabbinic thought. Modern Jewish thought.
- Professor Emeritus Alexander Altmann**.
- Professor Naftali C. Brandwein**: Modern Hebrew literature.
- Professor Emeritus Nahum Norbert Glatzer**.
- Professor Benjamin Halpern**: Modern Near East history. Political and social history of Palestine and Israel. Modern Jewish history.
- Professor Alfred L. Ivry**: Jewish philosophy. Islamic philosophy.
- Professor Nahum M. Sarna**: Biblical studies. Dead Sea Scrolls.
- Professor Marshall Sklare**: Sociology of the Jewish community.
- Professor Dwight W. Young**: Ancient Near East civilization. Assyriology. Ugaritic. Biblical studies.
- Associate Professor Michael Fishbane**: Biblical studies. Dead Sea Scrolls.
- Adjunct Associate Professor Ariella D. Goldberg**: Hebrew.
- Associate Professor Leon A. Jick**: Contemporary Jewish history.
- Associate Professor Avigdor Levy**: Arabic language and culture. Modern Middle East history and studies.
- Associate Professor Benjamin C. I. Ravid**: Jewish history.
- Associate Professor Bernard Reisman**: Jewish communal service.
- Associate Professor Joshua Rothenberg**: Yiddish. East European Jewish history.
- Assistant Professor Aaron Katchen**: Second Commonwealth and Hellenistic Judaism.
- Assistant Professor Reuven Kimelman**: Talmud and Rabbinic literature.
- Lecturer Charles Cutter**: Judaic bibliography.

Program of Study

Among the main fields in the area of Near Eastern and Judaic Studies in which courses are being given in the Graduate School are:

- Semitic Languages and Literatures.
- History of Ancient Near East.
- Islamic Studies.
- Biblical Studies.
- Talmud and Rabbinic Literature.
- Jewish History of all periods.
- Medieval Jewish Philosophy.
- Modern Jewish Philosophy.
- Jewish Mysticism.
- Hebrew Literature.
- The Modern Near East.
- Contemporary Jewish Studies.
- Fields of study not listed here may be approved.

Degree Requirements

Master of Arts

Residence Requirements. The student is required to complete a minimum of eight semester courses in the department. While programs of study are flexible and are adjusted to the interests of the individual student, all degree candidates are required to complete a core program. This program consists of one semester-course in each of the following areas: Bible, Jewish history, Jewish philosophy or Jewish thought, Hebrew literature. Students may also be required to take courses in other departments. It is possible for very well-prepared students to complete the M.A. program in one year, but most students require additional time.

Language Requirements. Every candidate for the Master of Arts degree must show proficiency in Hebrew and in French or German. In special cases, another modern foreign language may be substituted for one of the two listed here. The foreign language requirements are to be satisfied by examination not later than eight weeks before a candidate is to receive the degree.

Examination. A two-hour oral examination is given at the conclusion of the student's residence. This examination may be either the first of the Ph.D. oral comprehensive examinations (for candidates who will go on to the Ph.D.) or a general comprehensive examination for terminal M.A. candidates. The latter examination is designed to test the student's knowledge in various subjects of Judaica and his/her ability to relate this knowledge to the larger areas to which those subjects belong. A student who fails to pass the examination, or any part of it, may apply for re-examination, which will take place not earlier than one semester after the date of the first examination.

Thesis. In certain cases, the student is advised to write a thesis which must be submitted no later than May 1 of the year in which the degree is to be conferred. In such cases, the student registers in the Dissertation Colloquium (NEJS 400) which then counts as one of the required courses.

Doctor of Philosophy

Residence Requirement. Although there is a two-year minimum residence requirement, three years of course work are normally required of all candidates for the Ph.D. The student is expected to carry the equivalent of twelve credit units per semester during this period. Additional course work may be required of individual students at the discretion of the faculty.

Language Requirements. All candidates for the Ph.D. are required to show proficiency in Hebrew and in at least two modern foreign languages. The specific modern languages are to be determined by the student's adviser in light of the requirements for research in the particular area to be pursued. Additional languages may be required as they are judged necessary for research and scholarship in the student's special field. Language requirements should be completed no later than the second year of residence.

Examinations. After completion of course work each student is required to pass three comprehensive examinations in three areas of study. These are usually two-hour oral examinations conducted by at least three members of the graduate faculty. At the discretion of the faculty, written examinations may also be required. A student who fails to pass an examination may apply to take it a second time. This re-examination may take place no earlier than one semester after the date of the first examination.

Admission to Candidacy. A student registered for studies leading to the Ph.D. degree becomes a candidate for that degree upon fulfillment of the residence requirements, when he/she has passed the comprehensive examinations, fulfilled the language requirements, and has had a dissertation proposal approved by the department.

Dissertation and Defense. The student will discuss plans for a dissertation with the chairman of the department and the dissertation supervisor. The conferences on the planning and the program of the dissertation take place in the Dissertation Colloquium (NEJS 400), a course in which the candidate is to register. Normally, the candidate will continue working on the dissertation after the completion of residence, i.e., as a non-resident student. The dissertation must demonstrate the candidate's thorough knowledge of the field and competence in independent research, and must constitute an original contribution to knowledge. Two copies of the dissertation, one of which must be the original typescript, are to be deposited in the office of the department chairman not later than April 1 of the year in which the candidate plans to take the degree. A defense of the dissertation will be held.

Courses of Instruction

NEJS 101. Introductory Literary Arabic

A first course in literary Arabic covering the essentials of grammar, reading, pronunciation, translation and composition. *Mr. Levy*

NEJS 102. Intermediate Literary Arabic

Study of advanced grammatical and syntactical forms. Readings in classical and modern texts. Drills in pronunciation and composition.

Prerequisite: NEJS 101 or its equivalent.

Mr. Levy

NEJS 103a. Introduction to Islamic Civilization and Institutions

Consideration of major issues of Islamic history. Examination of the principles of Islamic theology and law; philosophy and political theory; social and political institutions. Appreciation of Islamic civilization and culture; relations with other cultures. Islam in modern times.

Mr. Levy

NEJS 103b. Faith and Reason in Islam

Aspects of the religious and secular literature of Islam, from its origins to the present. The nature of the Islamic faith and the rational tradition in Islamic culture will be studied by a reading of primary texts in English translation. Historical manifestations of the Islamic conflict between faith and reason will be compared with parallel developments in Judaism and Christianity. No prerequisites.

Mr. Ivry

NEJS 104b. Aramaic Dialectology

A study of the Aramaic portions of the Bible, and the contemporary Aramaic documents from Egypt with emphasis on grammar, and comparative historical considerations.

Mr. Young

***NEJS 106. Elementary Ugaritic**

***NEJS 108b. Comparative Grammar of Semitic Languages**

***NEJS 109a. The Patriarchal Narratives in the Light of Ancient Near East Thought**

***NEJS 110b. Problems in Biblical History**

***NEJS 112a. Biblical Hebrew**

***NEJS 112b. Deutero-Isaiah**

***NEJS 113a. Targum**

***NEJS 114a. The Book of Amos**

***NEJS 114b. The Art of the Biblical Narrative**

NEJS 115a. Book of Deuteronomy

A close examination of the text of Deuteronomy with special attention to its religious, legal and compositional features. Traditions found in the Book of Deuteronomy will be compared with their counterparts elsewhere in the Pentateuch. The place of the Book of Deuteronomy in the history of the religion of Israel will be considered.

Prerequisite: Hebrew 6.

Mr. Fishbane

***NEJS 116b. The Problem of Evil in Jewish Philosophy**

NEJS 117a. Job and the Problem of Evil

An examination of biblical texts (in translation) from diverse genres and periods which bear on the origin and meaning of evil, as well as on personal and national suffering. The center piece of the course will be the *Book of Job*. Consideration will be given to pertinent pre-biblical and post-biblical literary expressions on this theme. No specialized knowledge is required.

Mr. Fishbane

***NEJS 117b. Dead Sea Scrolls**

NEJS 118b. Book of Psalms

Prerequisite: Hebrew 6.

Mr. Sarna

***NEJS 119aR. The Book of Ezekiel**

***NEJS 119b. The Minor Prophets: Nahum, Habakkuk, Zephaniah**

NEJS 120b. Intermediate Talmud

A more intensive study of selected portions of Treatise Sanhedrin not dealt with in NEJS 53a. Greater emphasis will be placed on the understanding of the classical commentaries. Students will be expected to develop the ability to work through a section of the text on their own.

Prerequisite: Hebrew 6.

Mr. Kimelman

NEJS 123bR. Classical Biblical Commentaries

An intensive study of the French and Spanish schools of Jewish commentators on selected passages in the Pentateuch.

Prerequisite: Hebrew 6.

Mr. Sarna

NEJS 124aR. Modern Jewish-Christian Religious Thought

An examination of major Jewish and Christian thinkers of the 19th and 20th centuries, emphasizing their creative role in the formation of distinctive religious ideas. Primary source materials will be used for the assigned readings. The course will be taught jointly by two specialists in the respective areas of Jewish and Christian thought. One main concern will be to explore the variety of ways in which the major religious thinkers respond to each other and to modern culture.

Messrs. Fox and Johnson

***NEJS 125a. Midrashic Literature: Mekhilta d'Rabbi Yishmael**

***NEJS 125b. Midrashic Literature: Sifre Deuteronomy**

***NEJS 127a. Hellenistic Jewish Literature**

***NEJS 127b. The Jewish Liturgy**

NEJS 128a. History of the Second Jewish Commonwealth: To the End of the Maccabean Period

Social, political and cultural history of the Jews under the Greeks and Romans. The meeting and interaction of Judaism and Hellenism in Judea and the Diaspora and the consequences for Pharisaism, Sectarianism, and the origins and development of Rabbinic Judaism. This course will cover the period 332BCE to 37BCE.

Mr. Katchen

NEJS 128b. History of the Second Jewish Commonwealth: From Herod to Bar Kokhba

Continuation of NEJS 128a, covering the history of the Jews under Roman rule during the period 37BCE to 135CE. Social, political and cultural history with special attention to such major figures as Hillel the Elder, Yohanan ben Zakkai, Akiba, Philo and Josephus, to the life and trial of Jesus of Nazareth and the origins and separation of Christianity, and to the revolts of the years 66-70 and 132-135.

Mr. Katchen

NEJS 129a. Philo Judaeus of Alexandria

The major philosophical, exegetical and apologetic writings by the leader of Alexandrian Jewry in the first century CE. The allegorical method of interpretation, and the sources of and parallels to Philo's thought in the Greek and Rabbinic literatures. No knowledge of Greek necessary, but students who can use the language will be afforded the opportunity to do so.

Mr. Katchen

***NEJS 129b. Alexandria: The City and the Idea**

NEJS 131a. History of Jewish Philosophy: From Antiquity to the Twelfth Century

A survey and analysis of dominant themes in Jewish philosophy as reflected in the Bible, rabbinic literature and such major thinkers as Philo, Saadya, Solomon ibn Gabirol, Bahya, Judah Halevi and Maimonides.

Mr. Ivry

***NEJS 131b. History of Jewish Philosophy: From the Twelfth to the Sixteenth Century**

***NEJS 132b. Philosophy of the Kalam**

***NEJS 135a. Neoplatonic Elements in Islamic and Jewish Philosophy**

***NEJS 135b. Aristotelian Elements in Islamic and Jewish Philosophy**

NEJS 138a. Modern Hebrew Literature

An analytical study of the development of ideas, motifs and structure of modern Hebrew prose and poetry. The course will be based mainly on the works of H. Hazaz, S. Yizhar, M. Shamir, A. Oz, A.B. Yehoshua in prose and A.B. Yitzak, Rachel, N. Alterman, Y. Bat-Miriam, L. Goldberg in poetry. Special emphasis will be given to parallels in European literature. The main focus will be on the literature of the period from the establishment of the State of Israel to the present.

Mr. Brandwein

- *NEJS 138b. Modern Hebrew Literature**
- *NEJS 139a. Modern Hebrew Literature**
- *NEJS 139b. Modern Hebrew Literature**
- *NEJS 140a. The Jews in Europe to 1700**
- *NEJS 140b. The Jews in Europe From 1492-1750**
- *NEJS 141a. Introduction to Jewish Historiography**
- *NEJS 141b. Jews, Catholics and Protestants in Western Europe, 1517-1867**
- *NEJS 142b. Economic History of the Jews to the Emancipation**
- *NEJS 144a. Jewish Communities in the Muslim Near East in the 19th and 20th Centuries**
- *NEJS 144b. Nationalism in the Modern Near East**
- *NEJS 145b. The Near East in the Twentieth Century**
- *NEJS 147a. History of the Near East and the Ottoman Empire, 1500-1914**
- NEJS 147b. The Arab-Israeli Conflict**
 Consideration of Arab-Jewish relations, attitudes and interactions from 1880 to the present. Traces the evolvement of the struggle for Palestine into a major conflict. Emphasis is on social factors and intellectual currents and their impact on politics. Examines the conflict within its international setting. *Mr. Levy*
- *NEJS 151a. Introduction to Islamic Philosophy**
- NEJS 160a. The Emergence of the American Jewish Pattern, 1654-1967**
 See JCS 160a for description. May not be taken for credit by students who have taken NEJS 106a or b in previous years. *Mr. Jick*
- NEJS 161a. American Jewish Life and Institutions**
 A survey of the contemporary community and the diverse forms of Jewish identification which characterize American Jewish life. Reform, Conservative, and Orthodox Judaism; problems of Jewish family life including intermarriage; problems of relationship to the general society and to other ethnic groups. *Mr. Sklare*
- *NEJS 163a. The Sociology of the American Jew**
- NEJS 164b. The Sociology of the American Jewish Community**
 The role of the sub-community in American society; Jewish communal services in medieval and modern times; contemporary American Jewish communal reforms; religion, community relations, overseas aid, social welfare, and relationships with Israel. *Mr. Sklare*
- NEJS 166a. Modern Jewish Intellectual History to 1870**
 The rise of modern Jewish ideologies and denominations: Spinoza, Mendelsohn, Geiger, S.R. Hirsch, Heine, Hess and Marx. *Mr. Halpern*

***NEJS 166b. Modern Jewish History since 1870**

NEJS 168a. Jewish Life and Institutions in Eastern Europe, 1880-1918

An examination of the various facets of East European Jewish culture, values and way of life, as manifested in Jewish literature and folklore and in the social, political and religious movements and institutions of the period. Primary attention will be given to Jewish life in the Russian empire. *Mr. Rothenberg*

***NEJS 168b. History of the Jews in the Soviet Union**

NEJS 169aR. The Destruction of European Jewry

The function of anti-semitism in the comparative history and politics of Nazism; the Holocaust organization and the victims' responses; allied policies and Western reactions; post-war punishment and reparations. Interdisciplinary approaches to historical sociology and legal philosophy will be applied. *Mr. Jick*

NEJS 170b. Jewish Life and Institutions in Eastern Europe, 1918-1939

An examination of the various facets of East European Jewish culture values and way of life as manifested in Jewish literature and folklore and in the social, political and religious movements and institutions of the period. Primary attention will be given to Poland, which was the major center of Jewish cultural and religious life in Eastern Europe during this period. *Mr. Rothenberg*

***NEJS 171b. Trends and Values in Yiddish Literature**

***NEJS 173b. Seminar in Yiddish Literature**

NEJS 174b. *Pirkei Avot* — The Sayings of the Fathers: In Its Historical Setting

This rabbinic text will be subjected to an historical analysis based upon the intellectual situation in Palestine in the early centuries of the Common Era. The classical commentaries plus modern scholars such as Albeck, Dinur, Finkelstein, Goldin, Saldarini, Taylor *et al* will be consulted.

Prerequisite: Hebrew 3 or equivalent or permission of instructor. *Mr. Kimelman*

NEJS 175a. History of Zionism

The rise and development of the Zionist idea, Zionist parties, Zionist politics, and Zionist diplomacy in relation to Jewish history and international affairs from 1880 to 1950. Zionism today. *Mr. Halpern*

NEJS 176a. Judaism and Christianity in the First Centuries

An analysis of the similarities and differences between Judaism and Christianity in the classical period. Emphasis will be placed on the social and religious situation of the times. Major themes such as the nature of religious communities, polemics, the nature of man, law, sin, atonement, redemption and messianism will be explored. Both classical documents and modern scholars will be read.

Messrs. Kimelman and Townsend

NEJS 182b. Introduction to Jewish Bibliography

The aim of the course is to acquaint students in the various fields of Judaic studies with the general bibliographic tools and the bibliographies in the major sub-fields. The course will concentrate on general Judaica/Hebraica bibliographies, indexes, etc. and on subject bibliographies in such fields as Jewish history, Jewish philosophy, Hebrew language and literature, anti-Semitism, Holocaust studies, etc.

Mr. Cutter

- NEJS 187b. Biblical Images, Motifs and Ideas in Modern Hebrew Poetry**
 A study of the major biblical themes, images and ideas in modern Hebrew poetry, concentrating on the works from Bialik to A. Gilboa and H. Guri. Examples of such themes are: the prophet Amos in Bialik, King Saul in Tchernichovsky, Father Isaac in Gilboa and Guri, etc. *Mr. Brandwein*
- *NEJS 208a. Mantic, Magical and Oracular Traditions in Ancient Israel: Traits and Survivals**
- NEJS 209b. Midrashic Literature: Sifre Deuteronomy**
 An analysis of the central ideas, the literary structure and the midrashic method. Emphasis will be placed on a close reading of the text with a view to developing in the students a capacity to do an independent analysis of midrashic literature. Attention will also be given to the general background and development of Midrash. *Mr. Kimelman*
- NEJS 210a. Seminar on the Institutional Development of the American Jewish Community**
 Evolving institutional patterns in the American Jewish experience. *Mr. Jick*
- *NEJS 210b. Seminar on Strategies of Jewish Continuity in America: Options and Alternatives**
- NEJS 211b. Topics in American Jewish History** *Mr. Jick*
- NEJS 215b. Topics in American Jewish Communal Organization**
 An examination of the structure of the American Jewish community with particular emphasis on gaining an understanding of the intricacies of the variegated network of local and national Jewish organizations. Emphasis is placed on differences and similarities between organizations and upon the assumptions made by different agencies and institutions in pursuing their objectives. The relationship between the formal and the informal Jewish community is explored. *Mr. Sklare*
- *NEJS 223b. Readings in the Dead Sea Scrolls**
- *NEJS 225a. Seminar in Phoenician and Aramaic Inscriptions**
- *NEJS 225b. North-West Semitic Inscriptions**
- NEJS 226aR. Topics in Biblical Religion** *Messrs. Fishbane and Sarna*
- *NEJS 228b. Seminar on the Greek Versions of the Bible**
- NEJS 229. Introduction to Classical Ethiopic**
 A study of the phonetics, stress patterns, morphology and sentence structure of literary Ethiopic at the classical stage of its development. The course will include exercises and the reading of representative prose texts. Comparisons with features of other Semitic languages, Hebrew in particular, will be made. *Mr. Young*
- NEJS 230a. Seminar in Medieval Jewish Philosophy**
 Topic for 1979-80: Judah Halevi's *Kuzari*. *Mr. Fox*
- *NEJS 231. Seminar in Medieval Islamic Philosophy**
- NEJS 232b. Seminar in Modern Jewish Philosophy**
 Topic for 1979-80: Herman Cohen's *Religion of Reason*. *Mr. Fox*

- *NEJS 233a. Seminar in Islamic Philosophy**
- *NEJS 233b. Quest and Existence in the Works of J.C. Brenner, N. Gnessin and S.Y. Agnon**
- NEJS 234a. Seminar in Late Medieval Jewish Philosophy**
Topic for 1979-80: Jewish thought in the 15th and 16th centuries. *Mr. Ivry*
- *NEJS 236a. Theories of Prophecy in Medieval Jewish Philosophy**
- *NEJS 236b. "Articles of Faith" in Medieval Jewish Philosophy**
- *NEJS 237a. Medieval Hebrew Poetry**
- *NEJS 238 Major Trends in Modern Hebrew Literature**
- NEJS 239a. Conflict of Ideas in Modern Hebrew Literature** *Mr. Brandwein*
- NEJS 239b. Seminar in Hebrew Literature** *Mr. Brandwein*
- *NEJS 254a. The Structure of Jewish History**
- *NEJS 254b. The Problem of Modern Anti-Semitism**
- NEJS 256a. Seminar on the Dynamic Structure of Israeli Society**
History and general description. The rise of Israel out of the Zionist movement. Ideologies, institutions and external relations until the Yom Kippur War. *Mr. Halpern*
- NEJS 256b. Seminar on the Dynamic Structure of Israeli Society**
A continuation of NEJS 256a. Contemporary political sociology. An attempt will be made to forecast a possible next election. *Mr. Halpern*
- *NEJS 260a. Seminar on the Philosophical Foundations of Jewish Ethics: Ancient and Medieval**
- *NEJS 260b. Seminar on the Philosophical Foundations of Jewish Ethics: Modern**
- *NEJS 262a. Problems in the Sociology of the American Jew**
- *NEJS 266a. The Rise of Denominations in Modern Judaism**
- NEJS 272bR. History of the Jews in Venice**
An in-depth examination of the intellectual, cultural and religious life of the Jewish community of Renaissance and Baroque Venice and its leading figures on the basis of Hebrew sources, including pinkasim, responsa, sermons, chronicles, autobiographies, letters and tombstone inscriptions, augmented by unpublished documents from the Venetian State Archives. *Mr. Ravid*
- The following courses, offered in the Department of Classical and Oriental Studies, are of special interest to NEJS students studying in the fields of Ancient Near East, Semitics, and Biblical Studies. Please consult CLORS for descriptions.*
- CLORS 111. The Archaeology of Syria-Palestine** *Mr. Todd*
- CLORS 165. History of Mesopotamia** *Ms. Morrison*
- AKKADIAN 101. Elementary Akkadian** *Ms. Morrison*

AKKADIAN 102a. Advanced Akkadian I: Assyrian Royal Inscriptions

Ms. Morrison

AKKADIAN 102b. Advanced Akkadian II: Literary Texts *Ms. Morrison*

EGYPTIAN 101. Elementary Egyptian *Mr. Žabkar and Staff*

EGYPTIAN 107. Advanced Egyptian IV: Hymns and Poems *Mr. Žabkar*

NEJS 318 — 338. Reading Courses

Special tutorials for advanced graduate students.

318a and b. Readings in Arabic Literature *Mr. Levy*

320a and b. Readings in Islamic Philosophy *Mr. Ivry*

321a and b. Readings in Medieval Jewish Philosophy *Messrs. Fox and Ivry*

322a and b. Readings in Modern Jewish Philosophy *Mr. Fox*

323a and b. Readings in Jewish Thought *Mr. Fox*

324a and b. Readings in Hebrew Literature *Mr. Brandwein*

325a and b. Readings in Biblical Texts *Mr. Sarna*

326a and b. Readings in Biblical Literature *Mr. Fishbane*

327a and b. Readings in Ancient Near Eastern Civilization *Mr. Young*

328a and b. Readings in Ancient Near Eastern Languages *Mr. Young*

329a and b. Readings in Modern Near East and Modern Jewish History
Mr. Halpern

330a and b. Readings in the Sociology of the Jewish Community *Mr. Sklare*

331a and b. Readings in Yiddish Literature *Mr. Rothenberg*

332a and b. Readings in American Jewish History *Mr. Jick*

333a and b. Readings in the History of the Jews in Europe to 1800 *Mr. Ravid*

337a and b. Readings in Talmudic and Midrashic Literature *Mr. Kimelman*

338a and b. Readings in Second Commonwealth and Hellenistic Judaism.
Mr. Katchen

NEJS 401 — 411. Dissertation Colloquium

Independent research for the Ph.D. degree.

401. *Mr. Brandwein* 404. *Mr. Halpern* 408. *Mr. Jick*

402. *Mr. Fox* 405. *Mr. Sarna* 409. *Mr. Fishbane*

403. *Mr. Ivry* 406. *Mr. Sklare* 410. *Mr. Ravid*

407. *Mr. Young* 411. *Mr. Levy*

THE HORNSTEIN PROGRAM IN JEWISH COMMUNAL SERVICE

Objectives

The graduate program in Jewish Communal Service is a two-year educational program for students interested in professional careers in the Jewish community. Graduates of this program serve as professional staff members in Jewish federations, Jewish community centers, Hillel foundations, and similar institutions in the Jewish community.

A special one-year master's program concentrating in Jewish background is offered for individuals who already have a master's degree from a school of social work.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the Hornstein Program in Jewish Communal Service. In addition, applicants are expected to submit results of either the Graduate Record Examination or the Miller Analogies Test; a statement which describes the applicant's Jewish training and background and future plans; and a sample of written material. Applicants are expected to arrange for a personal interview.

Faculty

Associate Professor Bernard Reisman, *Director*: American Jewish communal studies

Professor Marvin Fox, *Chairman*, Department of Near Eastern and Judaic Studies

Professor Arnold Gurin: Social welfare planning and policy.

Professor Benjamin Halpern: Modern Near East history. Political and social history of Palestine and Israel. Modern Jewish history.

Professor Robert Perlman: Social welfare planning.

Professor Marshall Sklare: Sociology of the Jewish community.

Associate Professor Leon A. Jick: American Jewish history.

Associate Professor Joshua Rothenberg: Yiddish and East European Jewish studies.

Assistant Professor Jonathan S. Wocher: Contemporary Judaism; Jewish identity.

Lecturer Mildred Guberman: Field work. Jewish communal service.

See the Department of Near Eastern and Judaic Studies and the Heller School catalog for other faculty and course offerings.

Degree Requirements

Master of Arts

Program of Study. The program of study leading to the degree of Master of Arts will consist of 14 courses including a fieldwork component. Students usually take eight courses including fieldwork in the first year and six courses including an internship during the second year. Students are expected to fulfill requirements in two core areas: Judaica (classical and contemporary) and methods/practice skills.

During the last week of intersession between the first and second terms of each year, students are expected to participate in two supplemental educational programs: (1) the *Sumner N. Milender Seminar in Jewish Communal Leadership* with a visiting professional in residence, and (2) the *Betty Starr Colloquium on National Jewish Communal Organizations*, which involves field visits to the offices of the major Jewish national organizations in New York City.

Residence Requirement. All candidates are expected to spend two years in residence at Brandeis University.

Language Requirement. Fluency in Hebrew is required. Students not meeting this requirement upon entrance must take appropriate courses, *not for credit*. The language requirement must be met by the end of the first year.

Summer Study in Israel. Directly following their first year of study, students are expected to participate in a five-week Israel seminar sponsored by the Lown Center in cooperation with the Center for Jewish Education in the Diaspora at The Hebrew University. Supplemental scholarship support is available for the seminar. The program

is designed for students, most of whom have already participated in educational programs in Israel.

Fieldwork/Internship. In both years of study, students have practical field experience in a Boston area Jewish educational or communal service organization. In the first year, students spend two days a week in the field (JCS 248); and in the second year, students have a 20 hour a week internship assignment (JCS 250). This schedule requires that students plan to be in residence through the end of May and plan for a shorter inter-session than the academic calendar indicates.

Substantive Paper. A major substantive paper is developed from some phase of field practice. This is done in conjunction with the student's second year internship assignment. The substantive paper requirement is met during the second year.

Courses of Instruction

JCS 103b. Faith and Reason in Islam

See NEJS 103b.

Mr. Ivry

JCS 115a. Book of Deuteronomy

See NEJS 115a.

Mr. Fishbane

JCS 117a. Job and the Problem of Evil

See NEJS 117a.

Mr. Fishbane

JCS 118b. The Book of Psalms

See NEJS 118b.

Mr. Sarna

JCS 120b. Intermediate Talmud

See NEJS 120b.

Mr. Kimelman

JCS 123bR. Classical Biblical Commentaries

See NEJS 123bR.

Mr. Sarna

JCS 124aR. Modern Jewish-Christian Religious Thought

See NEJS 124a.

Messrs. Fox and Johnson

JCS 128a. History of the Second Jewish Commonwealth: To the End of the Maccabean Period

See NEJS 128a.

Mr. Katchen

JCS 128b. History of the Second Jewish Commonwealth: Herod to Bar Kokhba

See NEJS 128b.

Mr. Katchen

JCS 129a. Philo Judaeus of Alexandria

See NEJS 129a.

Mr. Katchen

JCS 131a. History of Jewish Philosophy: From Antiquity to the Twelfth Century

See NEJS 131a.

Mr. Ivry

JCS 138a. Modern Hebrew Literature

See NEJS 138a.

Mr. Brandwein

- JCS 147b. The Arab-Israeli Conflict**
See NEJS 147b. *Mr. Levy*
- *JCS 150b. Family in the United States**
- JCS 160a. The Emergence of the American Jewish Pattern, 1654-1967**
See NEJS 160a. *Mr. Jick*
- JCS 161a. American Jewish Life and Institutions**
See NEJS 161a for description. *Mr. Sklare*
- JCS 164b. The Sociology of the American Jewish Community**
See NEJS 164b. *Mr. Sklare*
- JCS 166a. Modern Jewish Intellectual History to 1870**
See NEJS 166a. *Mr. Halpern*
- JCS 168a. Jewish Life and Institutions in Eastern Europe**
See NEJS 168a. *Mr. Rothenberg*
- JCS 169aR. The Destruction of European Jewry**
See NEJS 169aR. *Mr. Jick*
- JCS 170b. Jewish Life and Institutions in Eastern Europe, 1918-1939**
See NEJS 170b. *Mr. Rothenberg*
- JCS 174b. Pirkei Avot — The Sayings of the Fathers: In Its Historical Setting**
See NEJS 174b. *Mr. Kimelman*
- JCS 205a. Theory and Practice of Jewish Communal Service**
An introduction to the field of Jewish communal service. This includes a history of Jewish communal services in this country, their relationship to Jewish traditions and to developments in the field of social welfare; the settings in which Jewish services are offered and the factors making for effective organizational performance. *Mr. Reisman*
- JCS 205b. Theory and Practice of Jewish Communal Service**
The focus of the course is on developing a systematic approach to professional performance in Jewish communal organizations. This involves an analysis of contemporary societal developments which affect Jewish individuals and families. This analysis serves as the point of departure for assessing current programs and policies of Jewish communal agencies and for developing new programs to meet changing needs. *Mr. Reisman*
- JCS 206b. Principles of Informal Education and Small Groups in Jewish Communal Service**
This course has two components: 1) principles of informal, experiential education as these are applicable in Jewish communal work, and 2) principles of small group dynamics — leadership, group processes, individual dynamics and self-awareness of the participants as it relates to group leadership roles in Jewish communal life. *Mr. Reisman*
- JCS 207a. The History and Ideology of Jewish Community**
An historic overview of community in Jewish life from the biblical period through the contemporary era, as the basis for providing leadership in Jewish life today.

Attention is addressed to persistent themes and values, as well as changing purposes, forms, rites and leadership in the Jewish definitions of community.

Mr. Woocher

JCS 208b. Contemporary Jewish Identity

An examination of the dynamics of Jewish identity: the changing historic and social forces which shape Jewish identity, resulting in a range of definitions of Jewishness in the contemporary era. Attention is addressed to the process by which current social institutions such as the family, Jewish education and Jewish communal programs seek to influence Jewish identity.

Mr. Woocher

JCS 211b. Topics in American Jewish History

Mr. Jick

JCS 215b. Topics in American Jewish Communal Organization

An examination of the structure of the American Jewish community with particular emphasis on gaining an understanding of the intricacies of the variegated network of local and national Jewish organizations. Emphasis is placed on differences and similarities between organizations and upon the assumptions made by different agencies and institutions in pursuing their objectives. The relationship between the formal and the informal Jewish community is explored.

Mr. Sklare

JCS 216a. Organization and Planning in the Jewish Community

This course will deal with the administration of organizations, inter-organizational planning, and the raising and allocation of funds in the American Jewish community. The purpose is to introduce second-year students in the Hornstein Program to practical methods and tools in these areas and ways of conceptualizing the process of administration and planning.

Messrs. Gurin and Perlman

JCS 248c. Field Methods in Jewish Communal Service

Students are placed in selected Jewish communal organizations during the first year for two days a week of field practice. They receive individual supervision from an agency field supervisor, meet every other week with faculty for a group seminar and for periodic individual conferences.

Ms. Guberman

JCS 250. Field Methods in Jewish Communal Service and Jewish Education

Same as JCS 248c, except students are in field work for three days a week.

Ms. Guberman and Mr. Reisman

JCS 262a. Problems in the Sociology of the American Jew: A Seminar

See NEJS 262a.

Mr. Sklare

Seminar on Contemporary Jewish Issues

During the fall semester the seminar will meet every Wednesday from 11 a.m. to 1 p.m. During the spring semester, the seminar will meet on alternate Wednesdays.
Non-credit.

Foster Seminar in Israel on Contemporary Jewish Issues

Offered in cooperation with the Center for Jewish Education in the Diaspora at Hebrew University. *Non-credit.*

PHILOSOPHY AND HISTORY OF IDEAS

Faculty

Professor Frederic T. Sommers, *Chairman*: Philosophy of language. Metaphysics. History of philosophy.

Professor Henry D. Aiken: Ethics. American philosophy. Social philosophy.

Professor William A. Johnson: Philosophy of religion. History of religious thought. Ethics.

Professor Morris Weitz: Philosophy of art and literature. Analytical philosophy.

Visiting Associate Professor Ann R. Cacoullos: Ancient and social philosophy.

Associate Professor Robert S. Greenberg: Theory of knowledge.

Assistant Professor Robert Hahn: Classical philosophy.

Assistant Professor Hyun Höchsmann: Analytic philosophy. Aesthetics.

Assistant Professor David B. Wong: Ethics. Social and political philosophy.

Instructor Frederic M. Katz: Logic. Philosophy of language. Philosophy of science.

Instructor Izchak Miller: Phenomenology. Continental philosophy.

PHILOSOPHY

Objectives

The graduate program in Philosophy is designed to prepare students for careers in philosophy as scholars and teachers. It places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. The number of students admitted to the program is small and the most important part of a student's work is done in small seminars and tutorials under close faculty supervision.

Admission

In addition to the general requirements for admission to the Graduate School as specified in an earlier section of this catalog, applicants for admission to the graduate program in Philosophy should have had at least one year of history of philosophy and at least one course in logic. The Department requires that applicants submit a sample of written work with their applications.

Degree Requirements

All programs will be worked out in consultation with the student's adviser.

Master of Arts

Generally only candidates for the Ph.D. degree are accepted, although in some cases an M.A. degree will be awarded upon satisfactory completion of the following requirements:

1. One year's residence as a full-time student.
2. Successful completion of a prescribed schedule of courses.
3. Passing the qualifying examination.
4. Demonstration of proficiency in either French *or* German.

Doctor of Philosophy

The degree requirements for the Ph.D. degree are as follows:

1. Residence as a full-time student for two years.
2. Successful completion of a prescribed schedule of courses.
3. Passing the qualifying examination with distinction.
4. Demonstration of proficiency in either French *or* German; and in any additional language needed for advanced work in the student's area of specialization.
5. Admission to candidacy.
6. Submission of a doctoral dissertation approved by the Department.
7. Successful defense of the dissertation.

Program of Study. Students will be assigned a tutor who will advise on the course of study and guide them in preparation for the qualifying examinations. First year students are required to take the pro-seminar in philosophy (Philosophy 200) and six additional semester courses, four of which must be within the Philosophy Department. Second-year students are required to take two semester courses from the 200 series and six additional semester courses. The student is also encouraged to take some work in a field other than philosophy that is related to his area of concentration. Such work may be taken in the first or second year and will count toward the fulfillment of the residence and course requirements for the Ph.D. It must have the prior approval of the student's adviser and the department chairman. A second-year student may not take more than two semester reading courses in the 300 series; these must also be approved by the adviser and the department chairman.

Qualifying Examination. The qualifying examination is given each September, and the student is required to take it at the end of the first full year of residence. A single comprehensive test will be set, divided historically into three periods: (1) up to A.D. 1500, (2) 1500-1870, (3) since 1870. In addition, there will be an examination on logic, based on Philosophy 115a and 130aR. Candidates are, however, expected to use the examination as an occasion for dealing with the questions raised in an analytical manner, and for developing ideas of their own, rather than for repeating factual information about the history of philosophy. Credit will accordingly be given for analytical power and for original ideas, as much as for a grasp of the historical points at issue.

For each historical period, set books will be named early in the academic year preceding the examination. Candidates are required to show general familiarity with the development of philosophy in each of the three periods. Three texts will be named for each period, covering a range of topics in (e.g.) metaphysics, epistemology, ethics and social philosophy. Specialized texts will occasionally be named, without prejudice to candidates concentrating in other areas of philosophy. All examinations must be passed with distinction within 30 months of initial enrollment in order to qualify for the Ph.D. degree. No examination may be taken more than twice.

Language Requirement. A proficient reading knowledge of either French *or* German is required. A student must take an examination in either language by the spring term of the first year in residence and must meet the language requirement no later than the beginning of the fifth term in residence. Language examinations will be given early in the fall and spring terms. The Department reserves the right to establish additional language requirements when necessary for a student's doctoral research.

A student whose further work requires the use of an additional language must first demonstrate proficiency in that language.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree when he or she has completed the residence requirement, has passed with distinction all of the qualifying examinations, has fulfilled the language requirements and when the subject of the dissertation has been approved by the Department.

Dissertation Topic Oral Examination. To meet the final requirement for admission to candidacy, a student must have departmental approval of a thesis prospectus and must pass with distinction an oral examination in the general area of his or her proposed topic.

Dissertation and Defense. When a student has been admitted to candidacy, the department chairman will appoint a dissertation adviser and a dissertation committee. The dissertation will be written under the supervision of this committee and when it has been read and accepted by the committee a final oral examination will be scheduled wherein the candidate will defend the dissertation.

HISTORY OF IDEAS

Objectives

The program in the History of Ideas leads to the degree of Doctor of Philosophy in the History of Ideas. It is designed to give students a broad understanding of the historical development of ideas in several fields of thought, together with thorough training in the history of one of those fields. In practical terms, it prepares students, variously, for teaching and research in intellectual history and for historically-oriented teaching and research in philosophy and social science.

The program treats past thought systematically as well as historically, and is essentially interdisciplinary in character. The endeavor throughout is to examine the genesis of intellectual positions within a complex socio-historical matrix, the interrelation between theoretical and practical activities, and the role of ideas in human affairs.

A student trained in the program is expected to acquire a good general grasp of the theoretical and methodological problems involved in the comparative historical study of ideas, and of the general and intellectual history of a given period. The student is expected also to attain special competence in dealing, systematically as well as historically, with any one field of thought (philosophical, scientific, social) within the period of chronological concentration, and with the classic texts of that field as a whole. Finally, students are expected to acquire a competent knowledge of some branch of an external subject related to their special interests (for example, in philosophy: epistemology, philosophy of science, or social and political philosophy; in history: a period of national history or a category of comparative history; in sociology: political sociology, sociology of literature, or social psychology).

Admission

In addition to the general requirements for admission to the Graduate School specified in an earlier section of this catalog, applicants who propose to specialize in the History of Philosophical Thought should normally present an undergraduate major in philosophy, together with evidence of adequate preparation in history or one of the social sciences; applicants who propose to specialize in the History of Scientific Thought should normally present *either* an undergraduate major in a natural science, together with evidence of adequate previous experience in history and philosophy *or* an undergraduate major in history or philosophy, together with evidence of adequate previous experience in a natural science; applicants who propose to specialize in the History of Social Thought should normally present an undergraduate major in history, philosophy, or one of the social sciences. The Department requires that applicants submit a sample of written work with their application.

Degree Requirements

Master of Arts

In principle, only applicants for the Ph.D. program are accepted. There is no M.A. program as such. However, the M.A. degree will be awarded upon completion of the following requirements:

1. One year of residence as a full-time student.
2. Successful completion of a prescribed course of study.
3. Demonstration of proficiency in Latin, French or German.
4. Submission, by April 15, of an acceptable, substantial, scholarly paper written during the course of the year.

Doctor of Philosophy

The requirements for the Ph.D. degree are as follows:

1. Two years of residence as a full-time student.
2. Successful completion of a prescribed course of study.
3. Demonstration of proficiency in two of the following languages: Latin, French, German; and in any additional language needed for advanced work in the student's area of specialization.
4. Submission, by April 15 of the student's first year of residence, of an acceptable, substantial, scholarly paper written during the course of the year.
5. Passing the Qualifying Examinations with distinction.
6. Admission to candidacy.
7. Submission of a doctoral dissertation approved by the department.
8. Successful defense of the dissertation.

Program of Study. Each student will plan his or her program of study in consultation with the adviser.

Language Requirements. A proficient reading knowledge of two of the following languages is required: Latin, Greek, French, German, Italian, Spanish. A student whose further work requires the use of an additional language must first demonstrate proficiency in that language. Students are expected to pass the examination in at least one of the two required languages in their first year of residence, the other in the second year.

Qualifying Examinations. The Qualifying Examinations are to be taken toward the end of the second or at the beginning of the third year of graduate study, and in no case later than the end of the third year. The form of the examinations — written, oral, "take-home," etc. — is decided by the student in consultation with his or her adviser. The examinations will cover:

1. The history of a field of thought within that period.
2. The general history of that field, with emphasis on the classics thereof.
3. The intellectual history of that period.
4. An external subject.

The requirements in the external subject may be and are usually met by completing with distinction two courses in that subject.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree upon completion of the requirements as to residence, study, language proficiency, paper, qualifying examinations, and when the subject of the dissertation has been approved by the Department. Such approval depends, in part, upon the student's

passing with distinction an oral examination in the general area of his or her proposed topic.

Dissertation and Final Oral Examination. Once a student has been admitted to candidacy for the Ph.D. degree, the department chairman will appoint a dissertation adviser and a dissertation committee. The dissertation will be written under the supervision of the adviser. It will be read by the committee, and by such external readers as the committee may wish to consult. When the dissertation has been accepted, the candidate will defend it in a final oral examination.

Courses of Instruction

PHILOSOPHY 101b. Philosophy of Psychology

The study of the concepts of mind, consciousness, mental events, physical events. The emphasis will be on the current developments in empirical disciplines related to the Philosophy of Psychology. *Ms. Hochsmann*

***PHILOSOPHY 103b. Seminar in Rationalism: Descartes**

PHILOSOPHY 105a. Plato

An introduction to Plato's thought through an intensive reading of several major dialogues. *Mr. Hahn*

PHILOSOPHY 105b. Aristotle

An introduction to Aristotle's thought through an intensive reading of some selected treatises. *Ms. Cacoullos*

PHILOSOPHY 107b. Medieval Philosophy

A survey of the developments of philosophy from the Patristic Age to High Scholasticism. *Mr. Johnson*

PHILOSOPHY 110bR. Introduction to Marxism

The aim of this course will be to familiarize students with the major philosophical theories of Marx and some of his most influential 20th century followers. *Mr. Katz*

PHILOSOPHY 113b. Aesthetics

An examination of some of the fundamental issues in the Philosophy of the Arts. *Mr. Weitz*

PHILOSOPHY 115aR. Intermediate Logic

Propositional calculus. Quantification theory. Satisfiability and validity. *Mr. Katz*

***PHILOSOPHY 116b. History of Modern Ethical Theory**

***PHILOSOPHY 117b. Topics in Ethical Theory**

PHILOSOPHY 118bR. Modern Phenomenology

Some problems in modern phenomenological movement (Husserl and his followers). Readings from *Cartesian Meditations*, *Ideas*, and *Experience and Judgment*. *Mr. Miller*

PHILOSOPHY 119aR. Theory of Knowledge

An investigation into the conditions that make empirical knowledge possible. Special attention will be paid to the role of perception in knowledge. Both Anglo-American and Continental theories will be considered. *Mr. Miller*

PHILOSOPHY 121bR. Foundations of Mathematics

Formal systems. Gödel's theorems and consequences. Consistency proofs. Introduction to the theory of recursive functions. Hilbert's program and intuitionism. *Mr. Katz*

***PHILOSOPHY 124b. Concepts: Their History and Variety**

PHILOSOPHY 127b. Comparative Ethics

A philosophical comparison of Western and Eastern thought on moral duty and desirable ways of life. Works from Chinese philosophy, Buddhism and Western philosophers such as Plato and Sartre will be discussed. *Mr. Wong*

***PHILOSOPHY 130a. Philosophy of Logic**

PHILOSOPHY 131a. History of Jewish Philosophy:

From Antiquity to the Twelfth Century

See NEJS 131a. *Mr. Ivry*

PHILOSOPHY 131b. History of Jewish Philosophy:

From the Twelfth to the Sixteenth Century

See NEJS 131b. *Mr. Ivry*

***PHILOSOPHY 132a. Nineteenth Century Philosophy**

***PHILOSOPHY 132b. Post-Kant Idealism**

PHILOSOPHY 133b. Contemporary Analytic Philosophy

A critical survey of leading men and movements in recent British and American philosophy. *Mr. Weitz*

PHILOSOPHY 134aR. Existentialism

A consideration of selective topics from the works of Kierkegaard, Nietzsche and Sartre. *Mr. Aiken*

***PHILOSOPHY 135b. Philosophy of the Kalam**

PHILOSOPHY 139a. Human Rights

A philosophical analysis of major conceptions of human rights, past and present. Special attention will be given to recent problems concerning the social, religious and educational rights of disadvantaged peoples. These rights will be examined in both moral and legal contexts. *Mr. Aiken*

***PHILOSOPHY 140b. Philosophy of Science**

PHILOSOPHY 142aR. Philosophy of Law

Should law be an instrument for the achievement of the moral and just society? Discussion of this question and other topics concerning the relations between law and morality, such as determination of legal responsibility, restriction of liberty by the state, enforcement of sexual morality, discrimination and its legal remedies, and competing conceptions of justice. Readings will include both theoretical analyses of law and case summaries. *Mr. Wong*

***PHILOSOPHY 144b. Philosophy of Hume**

***PHILOSOPHY 145b. Hegel**

PHILOSOPHY 147aR. American Pragmatism

A study of major writings of the principal pragmatists including C.S. Peirce, William James, and John Dewey. *Mr. Aiken*

PHILOSOPHY 150a. Wittgenstein

An intensive study of the Philosophical Investigations.

Mr. Weitz

***PHILOSOPHY 151aR. Social and Political Philosophy**

Comparison of contractualist and socialist theories of equality. Use of some sociological and economic works, with philosophic works such as those of Rawls and Marx. Also, discussion of the effects of inequality on the individual's self-respect and on the relations among individuals in a society. *Ms. Cacoullos*

***PHILOSOPHY 153a. Introduction to Islamic Philosophy**

***PHILOSOPHY 156b. Philosophy of Mind**

PHILOSOPHY 158a. Metaphysics

An analytical investigation of certain problems in the area of metaphysics. Reference will be made to traditional as well as contemporary philosophers. Discussion will focus on the role of experience in the resolution of problems.

Mr. Greenberg

***PHILOSOPHY 160b. Linguistic Philosophy**

PHILOSOPHY 167aR. Kant

A contemporary analytic approach to certain problems in the *Critique of Pure Reason*. *Mr. Greenberg*

PHILOSOPHY 194bR. Language and Mind

See Linguistics 194bR for description.

Messrs. Jackendoff and Lackner

PHILOSOPHY 196a. Semantics

See Linguistics 130a for description.

Mr. Jackendoff

PHILOSOPHY 300 — 306. Readings in Philosophy

300b. *Mr. Aiken*

304a and b. *Mr. Sommers*

303a and b. *Mr. Greenberg*

306a and b. *Mr. Weitz*

PHILOSOPHY 400 — 406. Dissertation Research

Independent Research for the Ph.D. degree.

400. *Mr. Aiken*

404. *Mr. Sommers*

403. *Mr. Greenberg*

406. *Mr. Weitz*

***HISTORY OF IDEAS 100b. Introduction to the History of Ideas**

HISTORY OF IDEAS 110bR. Sociology of Knowledge

See Sociology 110bR.

Mr. Wolff

HISTORY OF IDEAS 124aR. Modern Jewish-Christian Thought

See NEJS 124aR.

Messrs. Fox and Johnson

***HISTORY OF IDEAS 125b. Modern Religious Thought**

***HISTORY OF IDEAS 126a. Special Problems in the Philosophy of Religion**

***HISTORY OF IDEAS 126b. Religion and Its Conceptual Setting**

HISTORY OF IDEAS 137aR. Science in the Second Half of the Nineteenth Century.

See Physics 137aR for description.

Mr. Schweber

HISTORY OF IDEAS 141a. Intellectual History of Modern Europe 1637-1857

See History 132a for description.

Mr. Binion

HISTORY OF IDEAS 141b. Intellectual History of Modern Europe 1857-Present

See History 132b for description.

Mr. Binion

HISTORY OF IDEAS 182b. Political Thought from the Renaissance to the French Revolution

See Politics 182b for description.

Mr. Hulliung

***HISTORY OF IDEAS 228a. Themes in Sociological Theory**

HISTORY OF IDEAS 400 — 408. Dissertation Research

Independent research for the Ph.D. degree.

400. *Mr. Aiken*

404. *Mr. Black*

402. *Mr. Berkowitz*

406. *Mr. Schweber*

403. *Mr. Binion*

408. *Mr. Johnson*

PHOTOBIOLOGY

See Photobiology (page 55).

PHYSICS

Objectives

The graduate program in Physics is designed to equip students with a broad understanding of major fields of physics and to train them to carry out independent, original research. This objective is to be attained by formal course work and supervised research projects. As the number of students who are accepted is limited, a close contact between students and faculty is maintained, permitting close supervision and guidance of each student.

Advanced degrees will be granted upon evidence of the student's knowledge, understanding and proficiency in classical and modern physics. The satisfactory completion of advanced courses will constitute partial fulfillment of these requirements. Research upon which theses may be based, with residence at Brandeis, can be carried out in the following areas:

Theoretical Physics: Quantum theory of fields; elementary particle physics; general theory of relativity; quantum statistical mechanics; thermodynamics of irreversible processes; quantum theory of the solid state, critical phenomena and phase transitions.

Experimental Physics: High energy experimental physics; atomic and molecular physics; solid state physics; nuclear magnetic resonance; phase transition phenomena; liquid crystal physics; light scattering; positron physics; radio astronomy; biophysical structure analysis.

Admission

As a rule, only candidates for the Ph.D. degree will be accepted. The general requirements for admission to the Graduate School apply to candidates for admission to the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

Faculty

Professor Hugh N. Pendleton III, Chairman: Mathematical physics. Supergravity.

Professor Stephan Berko: Positron interactions in solids. Positronium physics.

Professor Donald L. D. Caspar (Rosenstiel Basic Medical Sciences Research Center): Structural molecular biology. X-ray crystallography.

Professor Jacques Cohen: Computer science. Programming languages. Non-numerical algorithms.

Professor Stanley A. Deser: Quantum theory of fields. Elementary particles. Supergravity.

Professor Jack S. Goldstein: Astrophysics.

Professor Marcus T. Grisaru: Quantum field theory. Elementary particles. Supergravity.

Professor Eugene P. Gross: Quantum theory of multiparticle systems. Quantum theory of solids. Kinetic theory. Plasma physics.

Professor Peter Heller: Solid state experimental physics. Phase transitions. Spin systems.

Professor Alfred G. Redfield (Rosenstiel Basic Medical Sciences Research Center): Magnetic resonance. Biophysics.

Professor Howard J. Schnitzer: Elementary particle theory. Quantum theory of fields.

Professor Silvan S. Schweber: Quantum theory of measurement. History of science.

Associate Professor Max Chrétien: Computer science.

Associate Professor Lawrence E. Kirsch (Director, Feldberg Computer Center): High energy experimental physics.

Associate Professor Robert V. Lange: Biophysics. Visual perception.

Associate Professor Robert B. Meyer: Liquid crystal physics.

Associate Professor Lawrence M. Schwartz: Theoretical solid state physics. Electronic structure of disordered systems.

Associate Professor John F. C. Wardle: Radio astronomy. Cosmology.

Associate Professor Hermann F. Wellenstein: Experimental atomic physics. Electron impact spectroscopy.

Assistant Professor Laurence F. Abbott: Elementary particle theory. Quantum theory of fields.

Assistant Professor James R. Bensinger: Experimental high energy physics.

Assistant Professor Karl F. Canter: Experimental low energy positron physics in atomic and many-body systems.

Assistant Professor Brian O. Clark: Experimental atomic physics.

Assistant Professor Pierre F. Maldague: Theoretical solid state physics.

Assistant Professor Mitchell L. Model: Artificial intelligence.

Assistant Professor Richard A. Poster: Experimental elementary particle physics.

Assistant Professor David H. Roberts: Extragalactic astronomy.

Assistant Professor Charles Y. Young: Experimental condensed matter physics.

Degree Requirements

Master of Arts

Program of Study. The requirements for advanced degrees in the Department of Physics are as follows:

1. One year's residence as a full-time student.
2. Six semester courses of advanced work in physics. A thesis on an approved topic may be accepted in place of a semester course.
3. Reading knowledge of Chinese, French, German, Italian, Japanese, Russian or Spanish; or proficiency in computer programming.
4. Satisfactory performance in the Qualifying Examination.

Doctor of Philosophy

1. Two years' residence as a full-time student.
2. Nine semester courses of advanced work in physics.
3. Reading knowledge of two of the languages listed under the Master of Arts requirements, including computer programming.
4. Outstanding performance on the Qualifying Examination.
5. Passing of an Advanced Examination in topics related to the student's thesis subject. This examination will normally be taken after preparatory studies in the prospective field of research.
6. Doctoral thesis and final oral examination.

Program of Study and Course Requirements. Normally, first-year graduate students will elect courses from the 100 series; second-year students from the 200 series. To obtain credit toward residence for a graduate course taken at Brandeis, a student must achieve a final grade of "A" or "B" in that course. A student who obtains a grade lower than "B" or an "Incomplete" in two or more courses in any term will not be allowed to continue his or her studies beyond the end of that academic year. (A course from which a student withdraws after midterm will be considered as "Incomplete.")

Students may obtain credit for advanced courses taken at another institution provided their level corresponds to the level of the graduate courses at Brandeis and that an honor grade in these courses was obtained.

Residence Requirements. A student may obtain up to one year's residence credit toward the Ph.D. requirements for graduate studies taken at another institution. No transfer residence credit will be allowed toward fulfillment of the master's requirements.

Teaching. It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Language Examination. The Language Examination consists of a written translation of a scientific text into English. It is arranged informally between the student and the foreign language examiner. The requirements for the computer programming examination are a reasonably complete knowledge of FORTRAN, skill in programming, and familiarity with the most important methods of numerical analysis.

Qualifying Examination. In the first year Quantum Mechanics (Physics 102) and Electromagnetic Theory (Physics 101) must be taken by all students unless they are exempted. All students, whether exempted or not, must take the final examinations in these courses (both fall and spring semesters), which also serve as the qualifying examination although the course itself is not required. An oral examination on general physics, given at the end of the first semester, and another oral examination given at the end of the first year complete the qualification requirements.

Specialized courses also will form part of the qualifying examination. At least two graduate courses, with final examinations in the specialized courses listed below, must be taken during the first three semesters: (1) Statistical Physics, (2) Solid State Physics, (3) Biophysics, (4) Elementary Particles, (5) Astrophysics, (6) Experimental Physics (Physics 109), (7) General Relativity. Note, however, that not all of the above courses will necessarily be given each year.

One semester of Advanced Quantum Mechanics (Physics 202a) will be a required course for all students.

Advanced Examinations. Advanced examinations will be in topics partitioned in the several areas of research interests of faculty. Faculty members working in each general area will function as a committee for this purpose and will provide information about their work through informal discussions and seminars. The advanced examination requirement consists of a written paper and an oral examination. While no original research by the student is expected, it is hoped that a proposal for a possible thesis topic will emerge. It is generally expected that the candidates will take the advanced examination in the field they wish to pursue for their Ph.D. theses, although there may be exceptions.

Thesis Research. After passing the advanced examination, the student begins work with an adviser who guides his or her research program. The adviser should be a member of the Brandeis faculty but in special circumstances may be a physicist associated with another research institution. The graduate committee of the physics faculty will appoint a dissertation committee to supervise the student's research. The student's dissertation adviser will be the chairman of the dissertation committee. The committee will recommend the student for admission to candidacy for the doctorate on recommendation of his or her adviser.

Dissertation and Final Oral Examination. The doctoral dissertation must represent a piece of research of a standard acceptable to the faculty committee appointed for each Ph.D. candidate. The final oral examination, or defense, is an examination in which the student will be asked questions pertaining to the dissertation research.

Courses of Instruction

***PHYSICS 100a. Advanced Classical Mechanics**

***PHYSICS 100b. Continuum Physics**

PHYSICS 101a. Electromagnetic Theory I

Electrostatics, magnetostatics, boundary value problems.

Mr. Gross

PHYSICS 101b. Electromagnetic Theory II

Maxwell's equations. Quasi-stationary phenomena. Radiation.

Mr. Gross

PHYSICS 102a. Quantum Mechanics I

Nonrelativistic quantum theory and its application to simple systems; the harmonic oscillator, the hydrogen atom. Perturbation theory.

Mr. Deser

PHYSICS 102b. Quantum Mechanics II

Systems of identical particles. Coupling of angular moments. Scattering theory. Time-dependent perturbation theory. Semi-classical analysis of interaction of atomic systems and electromagnetic waves.

Mr. Schweber

PHYSICS 103aR. Statistical Physics

Review of thermodynamics; statistical postulates' microcanonical, canonical, and grand canonical ensembles; thermodynamics of Fermi, Bose, and classical systems; theory of non-ideal gases; the fluctuation-dissipation theorem; correlation functions; mean field theories of cooperative phenomena.

Mr. Meyer

PHYSICS 104a. Solid State Physics I

The formal description of periodic systems. The vibrational and electronic properties of solids. Electron dynamics on the Fermi surface. The mean field theory of magnetic fields.

Mr. Meyer

***PHYSICS 104b. Solid State Physics II**

***PHYSICS 107b. Particle Physics**

***PHYSICS 108b. Introduction to Astrophysics**

PHYSICS 109a and b. Advanced Laboratory

Methods and techniques of experimental research.

Mr. Redfield

***PHYSICS 110a. Mathematical Physics**

PHYSICS 137a. Science in the Second Half of the Nineteenth Century

Investigations into the development of the conceptual framework for the description of "complex" systems in the physical sciences. Particular attention will be paid to the evolution of probabilistic descriptions. The historical setting will be outlined and the interaction and flow of ideas between the various disciplines traced.

Mr. Schweber

***COMPUTER SCIENCE 151a. Theory of Recursive Functions**

PHYSICS 152b. Biological Assembly

Physical principles in the construction of biological structures: forces, equilibria, symmetry and control mechanisms. Analysis of the structure and assembly of viruses, membranes and cellular organelles.

Mr. Caspar

***PHYSICS 200a. General Relativity I**

***PHYSICS 200b. General Relativity II**

PHYSICS 201aR. Advanced Many Body Physics

Non-relativistic field theory applied to solids and other many body systems. Applications to transport phenomena and phase transitions. Phenomenological models and their relationship to microscopic theory.

Mr. Schwartz

***PHYSICS 201b. Physics of Many Particle Systems**

PHYSICS 202a. Advanced Quantum Mechanics

Formal theory of scattering. Many particle systems. Elements of second quantization. Relativistic quantum mechanics. Klein-Gordon and Dirac equations.

Mr. Pendleton

***PHYSICS 202b. Relativistic Quantum Field Theory I**

***PHYSICS 203a. Elementary Particle Physics I**

***PHYSICS 203b. Elementary Particle Physics II**

***PHYSICS 204b. Advanced Solid State Physics**

***PHYSICS 207a. Plasma Physics**

***PHYSICS 208a. Cosmology**

PHYSICS 209a and b. Laboratory Seminar I, II

Analysis of some important recent experiments.

Experimental Staff

PHYSICS 210a and b. Theoretical Seminar I, II

Analysis of important recent developments in theoretical physics.

Staff

PHYSICS 213a and b. Tutorial in Physics I, II

Staff

PHYSICS 219aR. High Energy Astrophysics

Plasma processes, bremsstrahlung. Synchrotron radiation, radio source spectra, variable radio sources. Inverse Compton radiation, X-ray background. Radio source models, ram pressure model, relativistic models. Synchro-Compton radiation, wave-field model. Acceleration processes, relativistic shocks, pulsars. Basic energy generating processes, annihilation, gravitational collapse, spinars. Theories and problems of radio galaxies and quasars. Cosmological implications.

Mr. Roberts

PHYSICS 240b. Seminar in Biophysical Research

See BIOPHYSICS 200b.

Mr. Caspar

***PHYSICS 250c. Chemical Physics Seminar**

PHYSICS 304a and b. Solid State Seminar I, II

Analysis and discussion of recent important developments in solid state physics.

Staff

***PHYSICS 311a. Advanced Topics in Mathematical Physics**

Research Courses

PHYSICS 405. Experimental Elementary Particle Physics

Mr. Poster

PHYSICS 406. Experimental Elementary Particle Physics

Mr. Bensinger

PHYSICS 407. Experimental Elementary Particle Physics

Mr. Kirsch

PHYSICS 408.	Theoretical Elementary Particle Physics	<i>Mr. Abbott</i>
PHYSICS 409.	Theoretical Elementary Particle Physics	<i>Mr. Deser</i>
PHYSICS 410.	Theoretical Elementary Particle Physics	<i>Mr. Grisaru</i>
PHYSICS 411.	Theoretical Elementary Particle Physics	<i>Mr. Pendleton</i>
PHYSICS 412.	Theoretical Elementary Particle Physics	<i>Mr. Schnitzer</i>
PHYSICS 413.	Theoretical Elementary Particle Physics	<i>Mr. Schweber</i>
PHYSICS 414.	Experimental Solid State Physics	<i>Mr. Berko</i>
PHYSICS 415.	Experimental Solid State Physics	<i>Mr. Canter</i>
PHYSICS 416.	Experimental Solid State Physics	<i>Mr. Heller</i>
PHYSICS 417.	Theoretical Solid State Physics	<i>Mr. Maldague</i>
PHYSICS 418.	Theoretical Solid State Physics	<i>Mr. Gross</i>
PHYSICS 419.	Theoretical Solid State Physics	<i>Mr. Lange</i>
PHYSICS 420.	Theoretical Solid State Physics	<i>Mr. Schwartz</i>
PHYSICS 421.	Relativity	<i>Mr. Deser</i>
PHYSICS 422.	Mathematical Physics	<i>Mr. Grisaru</i>
PHYSICS 423.	Mathematical Physics	<i>Mr. Schweber</i>
PHYSICS 424.	Mathematical Physics	<i>Mr. Pendleton</i>
PHYSICS 425.	Statistical Physics	<i>Mr. Gross</i>
PHYSICS 426.	Astrophysics	<i>Mr. Goldstein</i>
PHYSICS 427.	Astrophysics	<i>Mr. Roberts</i>
PHYSICS 428.	Astrophysics	<i>Mr. Wardle</i>
PHYSICS 429.	Structural Biology	<i>Mr. Caspar</i>
PHYSICS 430.	Structural Biology	<i>Mr. DeRosier</i>
PHYSICS 432.	Experimental Atomic and Molecular Physics	<i>Mr. Wellenstein</i>
PHYSICS 433.	Experimental Atomic Physics	<i>Mr. Clark</i>
PHYSICS 436.	Biophysics	<i>Mr. Redfield</i>
PHYSICS 437.	Experimental Condensed Matter Physics	<i>Mr. Meyer</i>
PHYSICS 438.	Experimental Condensed Matter Physics	<i>Mr. Young</i>

POLITICS

Objectives

The graduate program in Politics, leading to the degree of Doctor of Philosophy, emphasizes comprehensive professional training by stressing both the fundamentals of the discipline grounded in the study of political thought and institutions and the requirements of method and analytical skills.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Normally, the student's undergraduate training must be in a field of social sciences to be considered for admission to this program. Applicants are expected to take the Graduate Record Examination.

Faculty

Professor Donald Hindley, *Chairman*: Comparative politics; South East Asia; Latin American politics.

Professor Marver H. Bernstein: American politics.

Professor Robert H. Binstock: American politics.

Professor Seyom Brown, *Graduate Director*: International politics; American foreign policy.

Professor Samuel Krislov: Constitutional law and the judicial process.

Professor Roy C. Macridis: Comparative politics; Western Europe.

Professor Ruth S. Morgenthau: Comparative politics; Africa.

Professor I. Milton Sacks: Comparative politics; Labor politics.

Professor Peter Woll: American politics; Administrative law.

Associate Professor Robert J. Art: International relations; American foreign policy.

Associate Professor Mark L. Hulliung: Political theory.

Associate Professor Martin A. Levin: American politics; Urban politics.

Associate Professor Gary Orren: American politics; Methodology.

Visiting Associate Professor Dov Ronen: Comparative politics; International relations.

Assistant Professor Jeffrey Abramson: Political theory; Constitutional law.

Assistant Professor Steven Burg: Comparative politics; U.S.S.R.; Eastern Europe.

Assistant Professor Elliot Feldman: Comparative politics; Public policy.

Assistant Professor Thomas Ilgen: International politics; Public policy.

Assistant Professor Christopher Leman: American politics; Public policy.

Assistant Professor Susan M. Okin: Political theory.

Assistant Professor Ralph Thaxton: Comparative politics; Peasants and revolutions.

Degree Requirements

Master of Arts

No one will be accepted in the program who is not a doctoral candidate. However, the M.A. degree may be awarded upon satisfactory completion of one year of residence, the demonstration of proficiency in one foreign language, and the submission of an approved specimen of graduate-level scholarly writing to the Department. In certain cases the Department will counsel the student to complete his or her graduate studies program with a terminal M.A.

Doctor of Philosophy

Students should note certain special features of the program, in particular, (a) instruction in small seminars under close faculty supervision, (b) supervised independent study facilities within the Department, (c) supervised teaching assistantships, (d) opportunities for study in the consortium of universities in the Boston area, and (e) the opportunity to incorporate work in related and relevant fields, e.g. economics, anthropology, philosophy. Each student is assigned to a departmental adviser who will help plan a professional and pertinent program of study. A continuity of faculty direction is insured throughout the program, with allowance for shifts in curricular interest.

Program of Study. The student must complete two years in residence and a minimum of twelve half-courses. Students with an M.A. in political science from other institutions may petition at the end of one year to have their previous graduate courses accepted for Brandeis credit; this may relieve them of as much as a year of residence requirement. (However, they must satisfy all Brandeis requirements: distribution of curriculum, language, etc.) For distribution, each graduate student will be required to take three of the following fields: American Government, Comparative Government, International Relations, Political Theory and/or Methods, *or* two of the above plus a category of study at the graduate level in another department of the University, as shall be judged valid for the student's program by this Department. (See below for a further clarification of the fields of distribution.)

Within each of the three fields chosen, graduate students will be required to take at least *two* semester courses. The standard work load for full-time students is at least three courses in each semester of their first two years of study. Fourth courses and audits are encouraged, but the load is deliberately set so that the student may supplement his regular course work with independently motivated reading and scholarship. Reading courses will not be offered to first-semester students and will be generally discouraged during the first year. By the end of the first year, students should have identified their major and at least one of their minor fields of interest, and should make this known both to their adviser and the Graduate Studies Chairman. (In case of entering M.A.'s a complete program should be worked out by the end of the first semester.) At the end of the first year, an informal examination will be given to test the general progress of the student and suggest a future work plan. The examination will relate primarily to the courses taken by the student.

Normally, at the end of the fourth semester or early in the fifth, a formal oral and written examination for candidacy for the Ph.D. degree will be given covering the student's three fields but with emphasis on the sub-fields in which the student has done most of the work. Each examination is individual; it responds to the approved program of the student. The written examinations may be taken, upon arrangement, within any four-month period except summer holidays; the orals are, of course, simultaneous.

Language Requirements: By the end of the first year of study, the student must demonstrate proficiency in one approved foreign language. (Quantitative methods may be offered in lieu of one of the foreign languages but *not* for purposes of obtaining the M.A. degree.) Proficiency in a second language must be demonstrated prior to admission to Ph.D. candidacy. Language proficiency must be demonstrated at Brandeis and certified by the Department. Foreign language courses may not be counted for academic credit.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree upon completing the residence requirement, and passing the qualifying examination, fulfilling the language requirement and obtaining departmental approval of the subject and preliminary precis of the dissertation.

Dissertation and Defense. The dissertation will be completed under the supervision of the appropriate member of the departmental faculty. It must be sponsored by a departmental committee of at least two members and have the approval of the graduate committee of the Department. It is assumed that the writing of the dissertation will take at least one year and, barring exceptional circumstances, not more than two and one-half years. The student must successfully defend the dissertation at a final oral examination conducted by his two departmental supervisors and another professor from outside the Department or from another university.

Teaching Assistantships. As determined by funds and undergraduate enrollments, the Department compensates students for teaching assistant work in an amount customarily based on need. First-year students do not normally receive teaching assistantships. It is the policy of the Department that teaching experience is a normal and necessary part of the graduate training program and that ideally all students should have this opportunity regardless of compensation.

Fields and Sub-Fields. As stated above, curricular distribution is based on four major fields. Within the broad range of American Government, special concentrations may be achieved in such areas as urban studies, public administration and policy, institutions of government, parties and pressure groups, constitutional law. The student specializing in Comparative Government should have a command of the important theories and theoretical techniques, and cluster of institutions or processes, such as development, political economy, or parties and bureaucracies, as well as familiarity with a designated geographical area. In International Politics, the student also needs a broad mastery of the principal theories, together with a specialization in such topics as international sub-systems, diplomatic history, security policy, comparative foreign policy, or American foreign policy, etc. In Theory and/or Methods, the student should be closely familiar with a major section of the history of political thought (ancient or modern) and the theories therein presented and developed, or may place primary emphasis on the so-called "scope and methods of modern political science." This latter category implies not just the knowledge of quantitative techniques but an ability to criticize their application and a general grasp of the intellectual climate in which the philosophy of social science has developed.

Since the field outside the Department is permitted for curricular distribution, it should be emphasized that no student will be allowed to concentrate exclusively in American studies.

The possibility of particular concentrations and emphases within the four major fields designated above will, of course, vary with the course offerings and the supervisory capacities of the departmental faculty.

Courses of Instruction

AMERICAN GOVERNMENT

***POLITICS 101a. Parties, Pressure Groups and Public Opinion**

POLITICS 102b. American Political Opinion and Behavior

Politics in the United States, particularly as it bears on elections. Analysis of public opinion, voting, political parties and interest groups. Includes such topics as the rationality of political participation, voter motivation, the impact of the media, and the effect of public opinion and elections on public policy. *Mr. Orren*

POLITICS 103b. Quantitative Methods for Political Science

An introduction to statistics, data analysis, theory testing and measurement problems in political science. Covers such topics as descriptive statistics, hypothesis testing, correlation and regression. Critical review of quantitative applications in the political science literature. Introduction to the use of standard computer programs for the analysis of political data.

Mr. Orren

POLITICS 104a. The American Voter*POLITICS 107bR. The Politics of Public Policy**

This course will examine conflicts between environmentalism, economic growth, and other values in the following areas: air and water pollution, water development, land use regulation, energy, and the management of natural resources. We will assess how the U.S. system responds to different types of pressure (elections, public opinion, lobbying, litigation, citizen participation in administration, etc.). Perspectives will be drawn from history, economics, political sociology, and comparisons with other nations.

Mr. Leman

POLITICS 109bR. Federalism

American politics is characterized by conflict and cooperation among levels of government and among areas. National government is expanding, but state and local interests are represented by an "intergovernmental lobby" and within Congress. Topics covered in the course include grantsmanship, the sunbelt-snowbelt debate, and efforts to achieve regional coordination, consolidation and uniformity. Comparisons with Canadian federalism will be used. Student field work is encouraged.

Mr. Leman

POLITICS 111a. The American Congress

This course will discuss the structure and behavior of the Congress. It will include a discussion of the origins and consequences of the committee system and the rules governing each House of Congress, particularly those relating to the Seniority System. Additionally, this course will consider the relationship between the Congress and the Executive Branch.

Mr. Woll

POLITICS 112a. Seminar: The Judicial Process*POLITICS 113b. The American Presidency**

This course focuses on the problem of Presidential leadership: relations with Congress, leadership within the executive branch, Presidential advising, Presidential character, the selection process, the "Imperial Presidency" and checks on the abuse of power. Units on the budget process and reorganization will be included. Case materials will be used to examine Presidents Wilson, Franklin Roosevelt, Eisenhower and subsequent presidents. Cross-national comparisons will be used where relevant.

Mr. Leman

POLITICS 114a. The Legal Process: Law and Public Policy*POLITICS 115a. History of American Constitutional Law and Theory**

An analysis of the core principles of constitutional law as formulated by the Supreme Court. Primary focus on the First Amendment, the Equal Protection and Due Process clauses, federalism, and separation of powers. The course will also emphasize the moral values and political theories which form our constitutional system.

Mr. Abramson

***POLITICS 115b. American Constitutional Law and Theory**

POLITICS 116b. Civil Liberties in America

What kinds of political and social protest must be tolerated for a society to be democratic? This course will examine this question in terms of a number of civil rights movements in American history, using examples drawn from World War I to the Vietnam protests. Readings will include court decisions, classic political theory and American history.

Mr. Abramson

POLITICS 117a. Administrative Law

An examination of the role of administrative agencies in law making and adjudication. Particular emphasis will be given to problems of defining and protecting the public interest as well as the rights of individuals and groups directly involved in administrative proceedings.

Mr. Woll

POLITICS 118aR. Seminar: Policy Formation

A study of the aspects of policy making with reference to various organs of decision making in the Federal government.

Mr. Woll

POLITICS 119a. Seminar: Policymaking in Urban Areas

An examination of the development in urban areas of policies relating to poverty, class, race and the administration of justice. Special emphasis on the political conflict generated in the development and the relationship of political decision makers and social science "experts."

Mr. Levin

POLITICS 120aR. Politics of Urban Areas

An analysis of the management of conflict in urban areas and its institutional, demographic and cultural setting. Special emphasis on the relationship among patterns of conflict, management of urban governments and the public services provided by these governments, such as criminal justice, education, welfare and poverty programs.

Mr. Binstock

POLITICS 122b. Policy Analysis and Policy Implementations

This is a course in political economy — the interface of economics and political science. It uses concepts of economics and political science to develop better analysis of public sector issues, in order to ameliorate social problems. It integrates formal techniques of analysis (such as cost-benefit analysis, decision theory, modelling) with a concern for political feasibility and the constraints of implementation, especially those flowing from the nature of organizations. Problem areas will be chosen to illustrate the dual dilemmas in public policy of choosing between imperfect private markets and the imperfect public interventions.

Messrs. Levin and Friedman

POLITICS 123b. The Politics of Urban Criminal Justice

Analysis of the behavior of police, prosecutors and trial court judges in urban areas. Special emphasis on the relationships between these officials and the political systems of the urban areas. Evaluation of these officials' behavior and especially its effect on their clients.

Mr. Levin

POLITICS 124a. Labor and Politics in the United States

Emphasizing the historical approach, this course is an analytical treatment of the theories and practices of labor participation in American politics.

Mr. Sacks

POLITICS 125a. Political Development in the Black Community I

See AAAS 125a for description.

Mr. Taylor

POLITICS 125b. Political Development in the Black Community II

See AAAS 125b for description.

Mr. Taylor

POLITICS 126a. The Politics and Policy Processes of Aging

Mr. Binstock

COMPARATIVE POLITICS

POLITICS 127aR. Government and Politics of Canada

An introduction to the institutional, social, and ideological characteristics of the Canadian federal system. Special attention will be given to the analysis of Quebec and contemporary political problems.

Mr. Feldman

POLITICS 128a. Contemporary Peasant Revolutions

Introduction to revolutionary politics in peasant societies. The focus is on the role of peasants making revolutions in both traditional and modern political orders. Comparative attention to the nature of politics in traditional peasant societies, the recurring causes of peasant revolts, and the political factors which facilitate victorious rural revolutions. Emphasis is on explaining the origins, growth, and success of peasant revolutions. Specific focus on England, France, China, Japan, Vietnam, Mexico, Russia, Algeria, and Cuba.

Mr. Thaxton

POLITICS 129a. The Politics of Eastern Europe

An introduction to developments in the communist political systems of Eastern Europe since 1945. The course will survey political developments in Poland, Hungary and Romania. Particular attention will be devoted to the Soviet-Yugoslav conflict of 1948 and the domestic Yugoslav reforms of the 60's and 70's, and to the reform movement in Czechoslovakia and the events of the "Prague Spring" of 1968.

Mr. Burg

POLITICS 130bR. Soviet Domestic Politics

An introduction to the contemporary Soviet political system, focusing on the historical development and present character of the Communist Party, government bureaucracies, the Soviet economy and Soviet social institutions. The course will include discussions of the role of ideology in the formulation of domestic policy, the function of coercion and terror in the Soviet system, the role of the "military-industrial complex" in Soviet society, and the nature of political participation in the Soviet Union. It also will examine popular responses — both positive and negative — to the policies and practices of the regime.

Mr. Burg

POLITICS 140aR. The Politics of Africa

Changing approaches to the study of Africa; conquest, colonialism, the nationalist era and post-independence problems, political ideas, planning and economic development, resources and raw materials. Country case studies, including Ghana, Mali, Nigeria, Senegal, Ivory Coast, Tanzania and South Africa. Lectures and readings are supplemented by films.

Ms. Morgenthau

POLITICS 141aR. National and International Politics of Southern Africa

See AAAS 161aR for description.

Mr. Nyangoni

***POLITICS 141bR. Africa in World Politics**

***POLITICS 144aR. Political Change in Latin America: I**

POLITICS 144b. Political Change in Latin America: II

This course concentrates on the politics of Brazil, Argentina and Bolivia: respectively a military dictatorship, a Peronista question mark, and the locale of one of Latin America's three genuine revolutions.

Mr. Hindley

POLITICS 147a. Government and Politics of China

An introduction to the major themes of Chinese politics, emphasizing the rise of the Chinese Communists and the post-1949 trends in domestic politics, but also surveying historical, sociological, and cultural influences in Chinese politics. Attention will be given to the nature of the traditional state, impact of colonialism, national revolution, and the course of contemporary state development.

Mr. Thaxton

***POLITICS 147b. Japan: Government and Politics**

POLITICS 150a. Government and Politics: Southeast Asia

An introduction to major aspects of the political development of Southeast Asia in the modern period: the impact of Western colonialism, the nationalist struggles, the post-independence attempts to establish viable political systems; communism; and intervention from outside the region.

Mr. Hindley

***POLITICS 153b. Modern Totalitarian Politics**

***POLITICS 155b. Seminar: Political Development and Modernization**

POLITICS 156bR. European Political Systems

This course will compare modernization and its relationship to institutional and ideological development in Britain, France, Germany and Italy.

Mr. Feldman

INTERNATIONAL POLITICS

POLITICS 161b. The Causes and Prevention of War

Why wars start and how they can be avoided. The functions of force in international relations. Theories of war prevention and conflict control. Past efforts to reduce the likelihood of war. Future prospects.

Mr. Brown

***POLITICS 162a. Comparative Public Policy**

POLITICS 164aR. Comparative Foreign Policy

This course will deal with a discussion of the underlying factors shaping foreign policy and a detailed discussion of the foreign policy of some of the major powers including the United States and the Soviet Union.

Mr. Macridis

POLITICS 166bR. Issues in International Political Economy

The politics of economic problems in international affairs. Elementary concepts in international trade and finance. The evolution of the monetary and trading systems. Multinational corporate and banking enterprises. Oil politics. The North-South dialogue. The socialist states in the world economy.

Mr. Ilgen

POLITICS 168b. American Foreign Policy

A post World War II analysis of American foreign policy. The course will focus on three areas: how foreign policy decisions have been made; how they have been implemented; and what effects they have had.

Mr. Brown

***POLITICS 170a. Imperialism**

POLITICS 170bR. The Third World in the Global Economy

Prospects for Third World development within the global economy. The legacies of colonialism. Impact of the Bretton Woods system on the new states, and demands for a new international economic order. Contemporary concerns over energy, commodity price stabilization, trade preferences, technology transfer, debt, and multinational enterprises.

Mr. Ilgen

***POLITICS 171b. Multinational Enterprises and National Power**

***POLITICS 172b. Seminar: Theory Building in International Relations**

***POLITICS 174a. Problems of National Security**

POLITICS 175a. International Relations in the Middle East

The course focuses on the Arab-Israeli conflict in the international context. At first we will get acquainted with the states and people of the Middle East; secondly, with the issues pertaining to the conflict; and thirdly, with the attitudes, activities, and proposed solutions of the major powers and the participants.

Mr. Ronen

POLITICS 176b. International Organizations

The role of international organizations in the fields of peace and security, economic regulation and development, and the environment — including: the League of Nations, the United Nations, NATO, the International Monetary Fund, GATT, the World Bank, OECD, the United Nations Conferences on Trade and Development (UNCTAD), and private and nongovernmental transnational organizations.

Mr. Ilgen

POLITICS 177aR. Soviet Foreign Policy

An introduction to the foreign policy of the Soviet Union since 1917. This course will examine the foreign policies and actions adopted by the Soviet Union, their sources and goals, and the processes by which they have been formulated. While the course will survey the entire history of Soviet policy, it will focus on developments since 1945.

Mr. Burg

***POLITICS 177bR. China and the Soviet Union in World Affairs**

POLITICS 178bR. The United States in Asia in War and Peace

Analysis of the forces underlying international relations in the Pacific areas in the twentieth century. Topics include: Soviet-Asian policies; the strategic position of the emergent Southeast Asian states; Sino-Japanese conflict; America's stake in Asia; Communist China's foreign policy; prospect for peace in the Pacific.

Mr. Sacks

POLITICAL THEORY AND METHODS

***POLITICS 182a. Political Thought from Plato to Machiavelli**

POLITICS 182b. Political Thought from the Renaissance to the French Revolution

An examination of the ideology underpinning the Old Regime and of the radical ideology which challenged it.
Mr. Hulliung

***POLITICS 185a. Public Policy and Political Theory**

***POLITICS 190aR. Democratic Political Thought**

POLITICS 193aR. Theories of Political Sociology

Concepts developed by "seminal" thinkers and their application to contemporary political analysis. The course will examine the writings of Marx, Freud, Durkheim, Weber and the attempts of present-day scholars to utilize their insights.

Mr. Hulliung

***POLITICS 194a. Empirical Political Theory**

***POLITICS 195aR. Communist Political Thought — Marx to Mao**

POLITICS 195b. Marx: Social and Political Theory

The development of Marx's social and political ideas from their Hegelian origins to *Capital*.
Ms. Okin

***POLITICS 196b. Contemporary Political Theory**

***POLITICS 198bR. Women in the History of Political Thought**

SPECIALIZED SEMINARS FOR GRADUATE STUDENTS

The following 200-level courses will be offered as seminars for graduate students in conjunction with corresponding 90- and 100-level courses. The graduate students will take the 100-level course; they will be expected to do additional work and may meet in extra sessions. (See appropriate 100-level courses for description; e.g., Politics 112a for Politics 212a description.)

POLITICS 203a. Seminar: Comparative Politics

An examination of the approaches, concepts and theories of the field of comparative politics.
Mr. Feldman

POLITICS 204b. Seminar: International Politics

An examination of the approaches, concepts and theories of the field of international politics.
Mr. Art

POLITICS 218aR. Policy Formation

Mr. Woll

POLITICS 219a. Seminar: Policymaking in Urban Areas

Mr. Levin

POLITICS 267b. Seminar: International Law

Mr. Macridis

POLITICS 294b. Seminar: Public Policy

See Politics 94b.

Mr. Feldman

POLITICS 297a/Section I. The Diplomacy of Henry Kissinger

An examination of Henry Kissinger's philosophy and practice of statecraft. Analysis of his historical and policy-prescriptive writings prior to his assumption

of office in 1969. Evaluation of his performance in office through a detailed examination of the foreign policies and crisis behavior of the Nixon and Ford administrations.

Mr. Brown

POLITICS 297a/Section II. Rousseau and the Enlightenment

An examination of the *philosophes* with special emphasis on Rousseau, including his autobiographical writings.

Mr. Hulliung

POLITICS 297a/Section III. Mediterranean Politics

Mr. Macridis

POLITICS 297a/Section IV. Food Security: Selected Issues in National and International Food Policy

Growth does not necessarily assure an end to hunger. The over-fed and the starving co-exist in many parts of the world. The adequate and equitable distribution of food supplies are major policy issues, affecting the rise and fall of governments and international peace.

Ms. Morgenthau

POLITICS 297a/Section V. Campaigns and Elections

American elections from historical, theoretical and empirical perspectives. Special attention to changes in campaign style and strategy, political parties, and voting trends since the 19th century, and the consequences of these changes on American political life. Consideration of each stage of the selection process: primaries, conventions and general elections. Students may analyze public opinion and voting data.

Mr. Orren

POLITICS 297b/Section I. Human Nature and Politics

This course will concentrate on the writings of Sigmund Freud in an attempt to address the age-old question of how human nature influences political reality. Among the books to be read are: *Civilization and Its Discontents*, *Future of an Illusion*, *Introductory Lectures on Psychoanalysis* and *Three Essays on the Theory of Sexuality*. Other writers to be studied may include Rousseau, Mill, Marcuse, Reich, Fromm.

Mr. Abramson

POLITICS 297b/Section II. Political Conflict in Multicultural States

This seminar will be devoted to critical discussion of strategies and techniques for controlling political conflict in states divided by ethnicity, language, and/or religion, and of the conditions necessary for their success. During the first half of the semester we will read and discuss some of the theoretical literature on this topic in order to develop a framework for analysis. And during the second half of the semester each of the students and the instructor will present in class a brief paper using this framework to analyze one case of political conflict in a multicultural state. Among the states with which we will be concerned are: Canada, the United Kingdom, The Netherlands, Belgium, Switzerland, Spain, Czechoslovakia, Yugoslavia and the Soviet Union.

Mr. Burg

POLITICS 297b/Section III. Analytical Approaches to the International Political Economy

Liberal, Marxist and "realist" paradigms for the analysis of international political-economic relationships and issues. Survey of the theoretical literature. Weekly student essays and seminar discussions.

Mr. Ilgen

POLITICS 301-319a. Readings in Politics

301a and b.	<i>Mr. Binstock</i>	311a and b.	<i>Mr. Levin</i>
302a and b.	<i>Mr. Brown</i>	312a and b.	<i>Mr. Orrin</i>
*304a and b.	<i>Mr. Krislov</i>	313a and b.	<i>Mr. Abramson</i>
305a and b.	<i>Mr. Macridis</i>	314a and b.	<i>Mr. Burg</i>
306a and b.	<i>Ms. Morgenthau</i>	315a and b.	<i>Mr. Feldman</i>
307a and b.	<i>Mr. Sacks</i>	316a and b.	<i>Mr. Ilgen</i>
308b.	<i>Mr. Woll</i>	*317a and b.	<i>Mr. Leman</i>
309a and b.	<i>Mr. Art</i>	318b.	<i>Ms. Okin</i>
310a and b.	<i>Mr. Hulliung</i>	319a.	<i>Mr. Thaxton</i>

POLITICS 401-419. Dissertation Research

Independent research for the Ph.D. degree

401.	<i>Mr. Binstock</i>	411.	<i>Mr. Levin</i>
402.	<i>Mr. Brown</i>	412.	<i>Mr. Orren</i>
403.	<i>Mr. Hindley</i>	413.	<i>Mr. Abramson</i>
404.	<i>Mr. Krislov</i>	414.	<i>Mr. Burg</i>
405.	<i>Mr. Macridis</i>	415.	<i>Mr. Feldman</i>
406.	<i>Ms. Morgenthau</i>	416.	<i>Mr. Ilgen</i>
407.	<i>Mr. Sacks</i>	417.	<i>Mr. Leman</i>
408.	<i>Mr. Woll</i>	418.	<i>Ms. Okin</i>
409.	<i>Mr. Art</i>	419.	<i>Mr. Thaxton</i>
410.	<i>Mr. Hulliung</i>		

PSYCHOLOGY

Objectives

The graduate program in Psychology leads to the degree of Doctor of Philosophy. The goal of the program is to develop competent research psychologists and teachers who will become contributors to knowledge in psychology. Toward this end, an emphasis is placed on research activity, starting in the first semester of graduate study. The program of study reflects a belief that the student should develop an area of research specialization and also should be exposed to a range of topics in general psychology. Dissertation supervision is available in the following areas: Sensation, Perception, Memory, Learning, Thinking, Comparative, Child, Personality, Psychopathology, and Social Psychology.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

An undergraduate major in psychology is not required. Students with inadequate preparation may make up their deficiencies during their first year, but without residence credit. Students are admitted on a competitive basis which includes evaluation of previous academic record, recommendations, results of the Graduate Record Examinations (Aptitudes and Psychology Achievement Tests), and the Miller Analogies Test.

Faculty

Professor James R. Lackner, *Chairman*: Human experimental psychology. Psycholinguistics.

Professor Ricardo B. Morant, *Director of Graduate Studies*: Experimental psychology. Perceptual mechanisms. Sensation and perception.

Professor Zick Rubin: Social psychology. Interpersonal relationships.

Professor Arthur Wingfield: Human memory. Cognitive processes. Learning theory. Sensory physiology.

Associate Professor Maurice Hershenson: Perception. Developmental theory.

Visiting Associate Professor David J. Ingle: Physiological psychology.

Associate Professor Raymond Knight: Clinical psychology. Experimental psychopathology.

Associate Professor Leslie A. MacArthur: Social psychology. Interpersonal attraction.

Associate Professor Jerome Wodinsky: Comparative psychology. Learning theory. Sensory physiology.

Assistant Professor Teresa M. Amabile: Social psychology. Creativity.

Assistant Professor Lawrence E. Arend, Jr.: Psychophysiology of human vision.

Assistant Professor H. William DeJong: Social psychology. Altruism. Stigma.

Assistant Professor Susan Goldberg: Developmental psychology.

Assistant Professor Donald N. Kaiser: Clinical psychology.

Assistant Professor Malcolm W. Watson: Developmental psychology.

Assistant Professor Maryanne Wolf: Developmental psychology.

Degree Requirements

Doctor of Philosophy

Program of Study. Although there is a two-year minimum residency requirement, four years of full-time graduate study are usually required for the Ph.D. The student is expected to carry the equivalent of twelve credit units per semester during residency.

Research. Each student will devote one-quarter of his or her time to research the first semester of the entering year. For all subsequent semesters, students shall devote a minimum of one-half time to research.

Research Reports. Students will submit reports on their research for the preceding year, in journal form, in time to permit evaluation of the first project by the end of the third semester, and of the second project by the end of the fifth semester. In the event that a student's first-year research report is unsatisfactory, the student will be required to take a terminal master's degree completed not later than the end of the fourth semester of residence. Students who have satisfactorily completed the research requirement will be permitted to continue their work toward the doctorate with no formal requirement of a master's degree.

Course Requirements: Entering students shall take *two seminars* and Psychology 210a in the first semester of residence, one seminar and Psychology 210b in the second semester. After that they shall take two seminars per semester in the second year, and one each semester thereafter until admitted to candidacy for the doctorate. Course selection will not be restricted to the Psychology Department, but will be arranged by the student in consultation with the faculty adviser. Two of the courses that the student takes during his or her graduate training must be outside of the area of specialization.

Qualifying Examinations. In the early part of the fifth semester of residence, each student will be thoroughly examined in the historical, theoretical and empirical literature related to the student's area of specialization, broadly conceived. The chairman of the Department will appoint a three-member committee to administer the qualifying examination from a list provided by the student's dissertation adviser. In the event that the student fails his or her qualifying examination, he or she will be awarded a terminal master's degree on the basis of an adequate second-year research paper. A student may petition the Department to take the examination a second time if necessary.

Breadth Requirement. All graduate students must demonstrate breadth in the field of psychology before being admitted to candidacy for the Ph.D. This breadth requirement may be fulfilled by demonstrating competence in at least five of the seven areas listed below. The requirements may be satisfied in any of three ways:

- a. By having completed an undergraduate course in that area,
- b. By completing an undergraduate course offered in that area at Brandeis,
- c. By successfully passing the equivalent of an undergraduate final examination for that course.
 1. History and Systems
 2. Physiological
 3. Perception
 4. Learning
 5. Abnormal
 6. Social
 7. Developmental

The other breadth requirement of two *graduate* courses outside of the student's area remains unchanged.

Language Requirement. Reading proficiency in at least one foreign language is required. This language must be one in which substantial psychological literature exists. Language examinations are offered by the Department four times a year, usually in September, December, February and May. Students are expected to satisfy the language requirement as soon as possible. By regulation of the Graduate School, a student who has not passed an examination in at least one foreign language by the end of the first year of study will not be eligible for financial aid from the University for the second year.

Admission to Candidacy. A student may be admitted to candidacy for the doctorate upon fulfilling the above requirements.

Dissertation and Defense. Following the completion of all examinations, the student will prepare a prospectus of the proposed dissertation study in consultation with a faculty dissertation sponsor. The prospectus may be based on preliminary research conducted prior to the student's admission to candidacy for the doctorate. Upon approval by the faculty of the Department, a dissertation committee of three or more members will be appointed by the Department chairman, including the dissertation sponsor as chairman of the committee. The dissertation sponsor will be responsible for advising the student throughout the performance of his or her work, in consultation with the remaining members of the committee at appropriate times in the course of the work. From time to time, the committee will report the student's progress to the Department faculty.

The dissertation should provide evidence of originality, scholarship and research ability. It should be a contribution to knowledge, ordinarily an experimental investigation, but not necessarily so. Upon submission to the chairman of the department of a copy of the thesis, signed by all three members of the thesis committee, and a successful defense of the thesis before all members of the Department, the award of the Ph.D. will be recommended to the Faculty Council of the Graduate School.

Courses of Instruction

PSYCHOLOGY 102b. Physiological Psychology

Those aspects of physiology most relevant to psychological investigation; the anatomy and physiology of receptor and effector organs, the neuron and synapse, sensory and motor neural pathways, the integrative activity of the central nervous system, the autonomic nervous system and the action of hormonal factors.

Mr. Ingle

PSYCHOLOGY 103a. Cognitive Processes

Cognitive factors in perception, attention, memory and language. Experimental investigations will be emphasized.

Prerequisites: PSYCH 5.

Mr. Wingfield

PSYCHOLOGY 104a. Learning and Behavior

The concept of learning will be examined critically on the basis of infra-human and human studies. Techniques for generating and maintaining learned behavior will receive detailed attention, with emphasis on their relevance to mental retardation, mental illness, delinquency, and education.

Prerequisite: PSYCH 5.

Mr. Wodinsky

PSYCHOLOGY 106b. Friendship

See Anthropology 106b for description.

Messrs. Jacobson and Rubin

PSYCHOLOGY 108a. Sensory Processes

Examination of human sensation, with emphasis on vision and audition. Physiological and psychophysical evidence will be applied to the problem of sensory coding of visual and auditory information.

Mr. Arend

PSYCHOLOGY 109b. Seminar in Perception

Beginning with a discussion of some historical and philosophical problems in perception, the course will survey current theories and research. Examples will be drawn from investigations related to the study of the phenomenal constancies, space perception, perceptual learning and development and the effects of set and motivational variables.

Mr. Hershenson

***PSYCHOLOGY 113a. Personality**

PSYCHOLOGY 114a. Abnormal Psychology

A general introduction to psychopathology. Various theoretical models will be discussed. The techniques and findings of research, both clinical and experimental, will be emphasized.

Formerly PSYCH 134a. May not be repeated for credit.

To be announced

PSYCHOLOGY 115a. Child Development

An examination of developmental issues from infancy to middle childhood. Study of perceptual, cognitive, affective and social development.

Formerly PSYCH 15a. May not be repeated for credit.

Ms. Goldberg

PSYCHOLOGY 115aR. Child Development

An introduction to major theories of child development from infancy to adolescence. Special emphasis will be given to neurophysiological correlates of growth, language development in young children, and moral development in adolescents.

Ms. Wolf

PSYCHOLOGY 117b Social Psychology

An introduction to research and theory on social behavior. Topics include social perception, socialization, social interaction and relationships, attitude change and social influence, and behavior in groups and organizations.

Ms. McArthur

PSYCHOLOGY 117bR. Social Psychology

See PSYCH 117b for description.

Ms. Amabile

PSYCHOLOGY 119aR. Comparative Psychology

The analysis of the behavior of organisms from a comparative and evolutionary perspective, considering genetic, humoral, sensory, and experimental factors in the control behavior.

Mr. Wodinsky

PSYCHOLOGY 131b. Social Development

Study of social development from infancy to middle childhood. Topics will include theories of social development, parent-child and peer relations, sex-role socialization and moral development. Emphasis will be on learning to read and to interpret the research literature.

Ms. Goldberg

PSYCHOLOGY 132b. Cognitive Development

A comparison of Piaget's theory of cognitive development and research with other major theories and research in cognitive development. Special emphasis will be given to the development of casual thinking, symbolization, logical thinking and social cognition.

Mr. Watson

PSYCHOLOGY 133aR. Altruism and Prosocial Behavior

Major theoretical and experimental approaches to the study of altruistic behavior are considered. Influences on altruistic behavior to be covered include empathy and physiological arousal, self-image, models, and social norms. Focus of the course will be completion of a research project. Preference in enrollment will be given to students who have had either PSYCH 10 or PSYCH 190.

Mr. DeJong

PSYCHOLOGY 135b. Seminar in Social Cognition

This course deals with research in impression formation and causal attribution. Causal attributions for one's own behavior as well as for other people's behavior will be treated. Determinants of impression formation and causal attribution to be covered include social information, attention, motives and individual differences. Enrollment limited to 20 students.

Ms. McArthur

PSYCHOLOGY 138a. Seminar: Conceptions of Social Relationships

An examination of social relationships, including parent-child relationships, work relationships, friendship, and marriage, viewed in the context of psychological development, social structure, and culture. Attention will be given to the research strategies used by psychologists, sociologists, anthropologists, and others in their studies of social relationships.

Mr. Rubin

PSYCHOLOGY 154a. Human Memory

A detailed examination of traditional and contemporary views on the nature and processes involved in short and long-term memory and attention. Experimental investigations will be emphasized.

Mr. Wingfield

***PSYCHOLOGY 155a. Visual Space Perception**

PSYCHOLOGY 161c. Mental Health in the United States: Supervised Field Work

Students pursue a program of reading and spend one day a week working or observing in some clinical installation; there are weekly class meetings.

Prerequisite: Permission of instructor. Psychology 113 or 114. *To be announced*

***PSYCHOLOGY 162a. Psychosomatics**

PSYCHOLOGY 166b. Psychopathology and Cognition

Alterations of perceptual and conceptual processes in brain-injured and schizophrenic patients. *To be announced*

***PSYCHOLOGY 167b. Schools of Psychotherapy**

PSYCHOLOGY 169b. Disorders of Childhood

An overview of disorders in children's development ranging from retardation and autism through developmental dyscalculia and dyslexia. Neurological, psychological and educational paradigms will be used to discuss each topic. Field visits and/or placements will be a major part of the course.

Prerequisite: Psychology 114 or 115.

Enrollment limited to fifteen students.

Ms. Wolf

PSYCHOLOGY 171a. Biological Bases of Motivation

Topics to be treated include hunger, thirst, migration, sexual behavior. Evidence from biology, neurophysiology, and endocrinology will be evaluated.

Mr. Wodinsky

PSYCHOLOGY 173a. Psycholinguistics

See Linguistics 173a for description.

Mr. Jackendoff

PSYCHOLOGY 177a. Biological Basis of Behavior

The course reviews the contribution of anatomical, physiological and surgical experiments to an understanding of brain function in animals and man. Functions of cerebral cortex will be emphasized.

Prerequisite: Psychology 102 or appropriate biology background.

Enrollment limited to twenty-five students.

Mr. Ingle

PSYCHOLOGY 193b. Tests and Measurements

This course covers test theory, types of measurement, the theory and measurement of reliability and validity, and test construction. The measurements of intelligence, achievement and personality are also considered.

Mr. Knight

PSYCHOLOGY 194bR. Language and Mind

See Linguistics 194bR for description.

Messrs. Jackendoff and Lackner

PSYCHOLOGY 195a. Introduction to Psychological Theory

A survey of psychological theories including Associationism, Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis, and their modern derivatives. Emphasis is on the nature of explanation and the methods by which it is achieved.

Mr. Hershenson

PSYCHOLOGY 197a. Language Acquisition and Development

An examination of the acquisition and development of language processes from infancy through adulthood. With an emphasis on neurophysiological investigations, major theories of language development will be used to consider the following topics: speech perception and production; the development of syntax, semantics and phonology; bilingualism; the development of reading and writing; language disorders, and animal communication.

Ms. Wolf

PSYCHOLOGY 198b. The Language of Thought

See Linguistics 198b for description.

Mr. Jackendoff

PSYCHOLOGY 199a. Aphasia and Language Breakdown

An investigation of various forms of aphasia — the profound loss of language due to brain injury. With emphases on neuropsychological and psycholinguistic research, the course will introduce students to those areas of the brain responsible for language, the field of neurolinguistics and the major categories of aphasic breakdown. Some field visits and student presentations will be an integral part of the course.

Enrollment limited to fifteen students.

Ms. Wolf

***PSYCHOLOGY 200a and b. Observation and Research Strategies in Psychology**

***PSYCHOLOGY 201b. Seminar in Abnormal Psychology**

***PSYCHOLOGY 202b. Seminar in Attribution Theory**

PSYCHOLOGY 204a. Research Methodology for Developmental and Social Psychology

A study of the methods and techniques that are especially appropriate for investigating developmental and social problems. Student research will be a part of this course, and questions concerning the research projects will be discussed. The practical aspects of research methodology will be emphasized.

Enrollment limited to twelve students

Mr. Watson

PSYCHOLOGY 207a. Seminar in Perception

A survey of information processing, approaches to perception, perceptual memory and recognition.

Mr. Hershenson

***PSYCHOLOGY 208b. Seminar in Thinking and Problem Solving**

***PSYCHOLOGY 209b. Writing Seminar**

PSYCHOLOGY 210a. Advanced Psychological Statistics

Probability and inferential statistics for experimental research. Probability, random variables, some important probability distributions, statistical inference, large- and small-sample tests of hypotheses concerning population means and variances.

Mr. Arend

PSYCHOLOGY 210b. Advanced Psychological Statistics

Topics to be covered will include: correlation and regression, introduction to matrix algebra, multiple regression, partial and multiple correlation, principles of experimental design, and analysis of variance.

Prerequisite: Psychology 210a or permission of the instructor. *To be announced*

PSYCHOLOGY 211a. Seminar in Infant Development

Ms. Goldberg

***PSYCHOLOGY 212a. Concepts and Methods of Psychophysiology**

PSYCHOLOGY 213b. The Psychology of Pictorial Representation

The main thrust of the seminar will be to explore the question of how visual reality is mediated by painting. The first meetings will examine the theories of,

among others, Gombrich, Gibson and Arnheim. Later meetings will deal with specific issues relating to the representation of objects and persons; for example, anamorphic art and the problem of perspective, the representation of color and brightness relationships, object transparency, caricature and image, pictures as signals and symbols.

Mr. Morant

***PSYCHOLOGY 214a. History of Psychological Thought**

***PSYCHOLOGY 215a. Psychological Scaling Methods and Theory**

***PSYCHOLOGY 216a. History of Social Psychology**

***PSYCHOLOGY 217b. Research Seminar in Clinical Psychology**

***PSYCHOLOGY 218a. Seminar in Social Psychology**

***PSYCHOLOGY 219b. Physiological Psychology**

PSYCHOLOGY 220-235. Courses in Research

220a and b.	Research in Social Psychology	<i>Ms. Amabile</i>
221a and b.	Research in Visual Psychophysics	<i>Mr. Arend</i>
222a and b.	Research in Social Psychology: Altruism and Stigma	<i>Mr. DeJong</i>
223a and b.	Research in Early Development	<i>Ms. Goldberg</i>
224a and b.	Research in Visual Information Processing	<i>Mr. Hershenson</i>
225a and b.	Research in Neural Mechanisms of Vision	

Research will be concerned with neuromechanisms of animal vision, using both the oblation method and that of single-unit recording.

Mr. Ingle

227a and b.	Research in Cognitive Processes in Psychopathology	<i>Mr. Knight</i>
228a and b.	Research in Human Spatial Orientation	<i>Mr. Lackner</i>
229a and b.	Research in Person Perception	<i>Ms. McArthur</i>
230a and b.	Research in Human Spatial Orientation	<i>Mr. Morant</i>
231a and b.	Research in Social Psychology	<i>Mr. Rubin</i>
232a and b.	Research in Developmental Psychology	<i>Mr. Watson</i>
233a and b.	Research in Speech Perception and Cognitive Processes	
		<i>Mr. Wingfield</i>
234a and b.	Research in Animal Behavior	<i>Mr. Wodinsky</i>

PSYCHOLOGY 235a and b. Research in Developmental Psychology *Ms. Wolf*

PSYCHOLOGY 250-265. Advanced Research Project

250a and b.	<i>Ms. Amabile</i>	259a and b.	<i>Ms. McArthur</i>
251a and b.	<i>Mr. Arend</i>	260a and b.	<i>Mr. Morant</i>
252a and b.	<i>Mr. DeJong</i>	261a and b.	<i>Mr. Rubin</i>
253a and b.	<i>Ms. Goldberg</i>	262a and b.	<i>Mr. Watson</i>
254a and b.	<i>Mr. Hershenson</i>	263a and b.	<i>Mr. Wingfield</i>
255a and b.	<i>Mr. Ingle</i>	264a and b.	<i>Mr. Wodinsky</i>
257a and b.	<i>Mr. Knight</i>	265a and b.	<i>Ms. Wolf</i>

PSYCHOLOGY 280-295. Advanced Readings

280a and b. <i>Ms. Amabile</i>	289a and b. <i>Ms. McArthur</i>
281a and b. <i>Mr. Arend</i>	290a and b. <i>Mr. Morant</i>
282a and b. <i>Mr. DeJong</i>	291a and b. <i>Mr. Rubin</i>
283a and b. <i>Ms. Goldberg</i>	292a and b. <i>Mr. Watson</i>
284a and b. <i>Mr. Hershenson</i>	293a and b. <i>Mr. Wingfield</i>
285a and b. <i>Mr. Ingle</i>	294a and b. <i>Mr. Wodinsky</i>
287a and b. <i>Mr. Knight</i>	295a and b. <i>Ms. Wolf</i>
288a and b. <i>Mr. Lackner</i>	

***PSYCHOLOGY 300. Issues in Social Psychology**

***PSYCHOLOGY 301. Issues in Developmental Psychology**

PSYCHOLOGY 400-415. Dissertation Research

400. <i>Ms. Amabile</i>	409. <i>Ms. McArthur</i>
401. <i>Mr. Arend</i>	410. <i>Mr. Morant</i>
402. <i>Mr. DeJong</i>	411. <i>Mr. Rubin</i>
403. <i>Ms. Goldberg</i>	412. <i>Mr. Watson</i>
404. <i>Mr. Hershenson</i>	413. <i>Mr. Wingfield</i>
405. <i>Mr. Ingle</i>	414. <i>Mr. Wodinsky</i>
407. <i>Mr. Knight</i>	415. <i>Ms. Wolf</i>
408. <i>Mr. Lackner</i>	

RUSSIAN

See Joint Program of Literary Studies (page 93).

SOCIOLOGY

Objectives

The graduate program in Sociology is primarily a doctoral program and is designed for students who intend to devote themselves to teaching and research in sociology. The student may, by satisfying certain requirements, receive the M.A. degree. The general objective is to educate students in the major areas of sociology with specialization in several of them.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the Sociology Department.

In addition, all prospective students are encouraged to submit written material (papers, etc.) representative of their best work, which need not be, however, of a sociological nature.

Faculty

Professor Irving K. Zola, Chairman: Sociology of health and illness. Deviance.

Professor Egon Bittner: Sociology of law. Social controls.

Professor Emeritus Everett C. Hughes: Race and ethnic relations. Occupations and work systems.

Visiting Professor Ralph Miliband: Comparative social structures. Political sociology.

Professor Morris S. Schwartz: Social psychology. Social psychiatry.

Professor Maurice R. Stein: Communities. Sociology of culture.

Professor Kurt H. Wolff: Sociology theory. Sociology of knowledge. Phenomenology and sociology.

Associate Professor Gordon A. Fellman: Social psychology. Stratification.

Associate Professor Charles S. Fisher: Social movements. Ethnography and collective behavior.

Associate Professor George W. Ross: Political sociology. Social theory.

Assistant Professor Asoka Bandarage: Race and ethnic relations. Sociology of development.

Assistant Professor Karen E. Fields: Sociology of religion. Sociology of development.

Assistant Professor Gila J. Hayim: Social and psychological theory. Social control. Criminology.

Assistant Professor Paula Rayman: Urban sociology. Social change movements, community development.

Assistant Professor Kristine M. Rosenthal: Developmental psychology and education. Sociology of the family.

Visiting Assistant Professor Carmen Sirianni: Political sociology and social movements. Social theory. Labor.

Assistant Professor Charlotte Weissberg: Social and psychological theory. Sociology of education.

Degree Requirements

Doctor of Philosophy

Program of Study. Students entering the Ph.D. program in Sociology are expected to undertake a two-year program of course work, as a part of which they are obliged to take the departmental Pro-Seminar (Sociology 290). The initial program of studies will be arranged in consultation with the graduate student's adviser. Consideration will be given to graduate work done elsewhere but formal transfer credit will be assigned only after the successful completion of the first year of study.

Requirements for the M.A. An M.A. may be granted after the successful completion of eight courses, passing one foreign language examination, and submission of two substantial research papers to be approved by the Department.

Residence Requirements. The minimum residence requirement for the degree of Doctor of Philosophy is two years. It is expected that the Ph.D. will be earned within five years.

Language Requirements. Candidates for the Ph.D. degree must demonstrate either proficiency in two foreign languages or knowledge of one language in depth. At least one of the languages must be chosen from French, German, Italian, Spanish, or Russian. The choice of the second language is subject to approval by the Department. Students may petition to substitute quantitative methods for the second foreign language.

Qualifying Examinations. During a student's residency until the time of his or her formal admission to candidacy, the specific planning, evaluations and accreditation of his or her entire course of study will be in the hands of each student's Guidance-

Accreditation Committee composed of three faculty members. Along with the student, this committee will lay out a general course of study designed to meet the interests and needs of the student. Upon completion of this course of study and research, the student will take an oral qualifying examination covering both general sociology and the areas of the student's special interests. It is assumed that students will fulfill their accreditation before the end of their third year of residence.

Admission to Candidacy. A student shall be eligible for admission to candidacy for the Ph.D. upon fulfillment of the residence requirements, the foreign language requirement, passing the departmental qualifying examination, and submission of an acceptable dissertation proposal. The work on the doctoral dissertation will be supervised by a Dissertation Committee.

Dissertation and Final Oral Examination. The Ph.D. dissertation may be accepted by the Department upon the recommendation of the Dissertation Committee. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

Courses of Instruction

SOCIOLOGY 102a. Social Psychiatry

Training in peer counseling is offered through classes, supervised sessions with other students, and community work. Theory, social contexts and practice of reevaluation counseling is stressed. Other social psychiatric approaches are also covered.

Enrollment limited.

Mr. Stein

SOCIOLOGY 102b. Social Psychiatry

Enrollment limited.

Prerequisite: SOC 102a or equivalent.

Mr. Stein

SOCIOLOGY 103a. The Sociology of Mental Illness and Health

This course will concern itself with various sociological and psychological perspectives on the causes, nature of, and treatment for mental illness. We will also focus on the ways in which mental health is conceptualized as an internal state and an interpersonal process, and on the suggested means through which it might be achieved. We will read and discuss representative works of "established" and "radical" psychiatrists and psychologists; and we will examine the contentions of, and the controversies between different sociological schools of thought in regard to mental health and illness issues.

Enrollment limited to fifty students.

Mr. Schwartz

***SOCIOLOGY 104a. Sociology of Education**

SOCIOLOGY 105a. Feminist Critique of Contemporary Social Institutions

Discussion of the rationale of the feminist argument, its history, development and sources of support in organized movements, legislation, media and language. Exploration of long and short-term effects on a variety of social relationships from occupational roles to child-bearing practice and the structure of the family.

Ms. Rosenthal

***SOCIOLOGY 106b. Sociology of Literature**

***SOCIOLOGY 107aR. Issues in Social Psychology**

SOCIOLOGY 107bR. Issues in Social Psychology

This course will consist of a critical examination of the connections between social personality and social structure as these have been developed in American sociological literature. Special emphasis will rest on how theories of personality and society help to account for social stability and social change.

Enrollment limited to 25 students.

Ms. Weissberg

SOCIOLOGY 108b. Critiques of Contemporary Society

Analysis of major approaches in contemporary sociology and critical theory, and their implications for modern man. The emphasis is on the methods and functions of social criticism. Theorists like Comte, Weber, Ellul, Marcuse, Freire and others will be considered.

Ms. Hayim

SOCIOLOGY 110bR. Sociology of Knowledge

History and historical interpretation of the sociology of knowledge, with particular emphasis on German and recent American literature.

Mr. Wolff

SOCIOLOGY 111a. Political Sociology

This course will examine the relationship between society and politics, social processes and political change. A critical analysis of the major concepts and alternative theories will be presented, and their relevance to advanced Western societies, particularly the United States, will be discussed.

Mr. Sirianni

SOCIOLOGY 112b. Social Class, Freedom and Equality

The concept of social class; its role in determining life changes, life styles, income, occupation and power; theories of class and inequality; selected social psychological aspects of social class and inequality; American class structure and dynamics; American social class and imperialism.

Mr. Fellman

SOCIOLOGY 116bR. Multi-Ethnic Society

This course will examine different theoretical perspectives on race and ethnic relations and their application to the United States and several other societies. Emphasis will be placed on historical and comparative understanding of race and ethnic relations.

Ms. Bandarage

SOCIOLOGY 117a. Work and Society

A comparison of work and occupational systems in various cultures. Social organization of occupations and the place of work in the life of the individual.

Mr. Bittner

SOCIOLOGY 118a. American Jewish Life and Institutions

See NEJS 161a.

Mr. Sklare

SOCIOLOGY 118b. Sociology of the American Jewish Community

See NEJS 164b.

Mr. Sklare

SOCIOLOGY 119b. Social Change Strategy

This course will examine several competing theories and strategies of social change. The positions of Marx, Weber, Gandhi and the modernization and the underdevelopment theories toward specific problems of social change will be reviewed, focusing on materials from South Asia. Problems of economic development, caste, class and sexual inequality will be considered.

Ms. Bandarage

SOCIOLOGY 120a. Sociology of Underdevelopment I

This course considers the contemporary problem of underdevelopment in historical perspective, giving special attention to large-scale processes of change both internal and external to Third World societies. Theories of underdevelopment will be examined. *Ms. Fields*

SOCIOLOGY 120b. Sociology of Underdevelopment II

This course examines selected aspects of underdevelopment, paying particular attention to processes of change internal to Third World societies. *Ms. Fields*

SOCIOLOGY 122a. Sociology of Power

This course will discuss various theories of power, notably those associated with pluralist, Marxist and elite theories of society and politics. *Mr. Miliband*

SOCIOLOGY 126a. Sociology of Deviance

Deviance as a social process, its nature and conception; its functional as well as dysfunctional aspects. Survey of theory and research. Concentration on selected instances of individual and social pathology. *Mr. Zola*

***SOCIOLOGY 126b. Planned Communities**

***SOCIOLOGY 127b. Deviant Communities**

SOCIOLOGY 128bR. Sociology of Religion: Sects, Cults and Revivals in American Life

An exploration of the social forces contributing to the resurgence of interest in religious disciplines and their meaning in a modern secular society. Enrollment limited to 50 students. *Ms. Fields*

SOCIOLOGY 130a. The Family

Exploration of the structure and dynamics of the American family, along with historical and cross-cultural perspectives. Particular attention to the role of women and children in society. Relationships of the family to economic and political institutions. Alternative models for family life including communes. Enrollment limited to 50 students. *Ms. Rosenthal*

***SOCIOLOGY 130b. The Family**

SOCIOLOGY 132a. Urban Field Studies

Field investigation of social class in American lower, working, middle and upper class settings. Class sections will discuss field observations and students' reactions to field experiments. Enrollment limited to 10 students. *Mr. Fellman*

***SOCIOLOGY 132b. Urban Field Studies**

***SOCIOLOGY 133b. Comparative Urban Cultures**

SOCIOLOGY 135aR. Group Process

Interpretation of interpersonal behavior and group development, based in part on observation of the group itself. Readings will include material from psychology and social anthropology as well as sociology. Enrollment limited to twelve students. *Mr. Schwartz*

SOCIOLOGY 141a. Marx and Freud

The course stresses Marxian and Freudian treatments of human nature, human potential, social stability, conflict, change, consciousness, social class and the relationship between family and social process. Topics of contemporary importance are reviewed in the light of both traditions. Attempts to combine the two approaches are examined.

Mr. Fellman

SOCIOLOGY 141b. Advanced Seminar on Marx and Freud

Continuation of Sociology 141a on an advanced level, for more intensive study of the issues raised there.

Enrollment limited to 10 students.

Mr. Fellman

SOCIOLOGY 143a. Studies in Social Interaction, The Self and Society

This course will study the relationship between the self and society emphasizing the perspectives of third world women by focusing on the interactions of sex, race, and class issues. The experience of third world women in the United States and abroad, economic, political and familial institutions will be examined.

Ms. Bandarage

SOCIOLOGY 145aR. Sociology of Life Styles: Socialization and Social Class**SOCIOLOGY 147a. Social Psychology of Organizations and Groups*****SOCIOLOGY 148a. Social Psychology of Consciousness I****SOCIOLOGY 148b. Social Psychology of Consciousness II**

This course will explore various senses of the self and of society as described in both contemporary social psychology and traditional Eastern culture. Focus will be on knowing the world in terms of the self's relation to it as exemplified in sociological field work and in meditation. Analysis of parables as a mode of teaching these skills will be explored.

Messrs. Fisher and Stein

SOCIOLOGY 150a. Sociology of Revolutionary Change

This course will examine the causes, conflictual processes, and outcomes of revolutionary transformations from the 18th century to the present. Theories of revolution and revolutionary ideologies will be critically analyzed.

Mr. Sirianni

***SOCIOLOGY 151a. Social Class in Rural and Urban Settings:
Environmental Research****SOCIOLOGY 151b. Environmental Research**

This course will consist of a research project cooperatively conceived, designed, executed and analyzed by the students. Class meetings will scrutinize the process of each stage of research, from the initial conception of the problem to methods employed in research design and data interpretation.

Enrollment limited to 12 students.

Ms. Weissberg

SOCIOLOGY 152b. Sociology of Generations: The Adolescent in Society**SOCIOLOGY 154b. Sociology of Science****SOCIOLOGY 155bR. Social Movements**

The class will first focus on a general critique of social change movements, including discussion of non-violent strategies. Case studies of three movements — the

American Labor Movement, the Civil Rights Movement and the environmental movement — will be used for in-depth comparison. *Ms. Rayman and Mr. Stein*

***SOCIOLOGY 163b. Therapy and Punishment (Criminology II)**

SOCIOLOGY 164a. Existential Sociology

Introduction to existential thought and its integration with selected sociological theories on human interaction and anxiety, individual freedom, options for social reorganization and the socio-historical implications of growth, crisis and death. Readings include works by Durkheim, Sartre, Kierkegaard, Nietzsche, Mead, Merleau-Ponty and others. *Ms. Hayim*

SOCIOLOGY 172b. The Family in the United States

See American Studies 150b.

Mr. Fuchs

SOCIOLOGY 175aR. Theories of Social Change and Social Action

Various theories of how change occurs in modern societies and how human intervention can effect that change. Topics will range from changes in class structure and political institutions to changes in sex roles and human values.

Mr. Sirianni

SOCIOLOGY 180aR. Social Organization and Marxist Politics

Marxism is a theory of social organization and social transformation — though hardly a univocal or unambiguous one. This course will attempt to discover and develop a Marxist approach to the social organization of work, technology, expertise, politics and democracy, administration and bureaucracy, and selected other areas of social life.

Mr. Sirianni

SOCIOLOGY 181aR. Methods of Social Research

This course is intended to give a broad introduction to the various techniques used in doing social research. Areas to be covered include library research, content analysis, historical and comparative analyses, participant observation, survey research. A research project will be assigned to gain first-hand experience in the practical aspects of survey research.

Ms. Bandarage

SOCIOLOGY 185a and b. Research Methods and Statistics

See Social Welfare 4.01, 4.02.

Mr. Kurtz

SOCIOLOGY 188b. Sociology of Law

The legal order considered in a framework of cross-cultural and historical comparison. The role of the instruments of the law and of the administration of justice in contemporary society.

Mr. Bittner

SOCIOLOGY 190b. On the Caring of Caretaker Institutions

An analysis of the structural arrangements of medical practice and of medical settings. Problems of communication and role relationships among professions and between patients and medical personnel will be examined. The impact of structures and role relationships on quality and quantity of medical care and on use of resources will be analyzed.

To be announced

SOCIOLOGY 191a. Health, Community, and Society

An exploration into interrelationships of the nature of society and societies on the existence and treatment of health and illness. Topics include: conceptions of health and illness, patient careers, and the place of social science in medicine.

To be announced

SOCIOLOGY 192b. Healing and Healers: Self Care-Self Help Movement

SOCIOLOGY 200a. Classical Sociological Theory

Critical readings of the sociologies of Marx, Weber and Durkheim. *Ms. Weissberg*

SOCIOLOGY 200b. Theory in Modern American Sociology

Chicago sociology, role theory, symbolic interactions, structural functionalism and its critics. *Mr. Wolff*

SOCIOLOGY 203a. Field Methods: Urban Sociological Research

Intensive practice in sociological observation and concentrated field work in the urban setting along with readings and discussion of the theoretical issues involved.

Ms. Rayman

SOCIOLOGY 203b. Field Methods in Sociological Research

Intensive practice in sociological observation and concentrated field work along with readings and discussion of the theoretical issues involved.

Mr. Stein

***SOCIOLOGY 204a. Sociology and History**

***SOCIOLOGY 207a. Issues in Higher Education Seminar:
Developing a Feminist Theory**

***SOCIOLOGY 208a. Seminar in the Sociology of Organizations**



***SOCIOLOGY 209b. Class and Politics in American Society**

***SOCIOLOGY 211a. Research on Women and Society**

SOCIOLOGY 214aR. Topics in Social Psychology: Marxist, Existentialist and Critical Schools of Thought

Conceptualization and inquiry into the links between character and social structure, and the problematics of group formation and dynamics in advanced industrial society. Works by Marx, Sartre, Adorno, Marcuse, Gramsci and others will be covered.
Ms. Schwartz and Ms. Hayim

SOCIOLOGY 216b. Topics in Social Theory: Problems of Legal Change

Mr. Bittner

***SOCIOLOGY 218b. Advanced Topics in Sociology: Surrender and Catch**

**SOCIOLOGY 219a. Social Systems and Political Forms:
Social Conflict and Its Management**

Mr. Miliband

***SOCIOLOGY 219b. Social Systems and Political Forms:
The Soviet and "Third World" Models**

***SOCIOLOGY 220b. Seminar on the Sociology of Politics**

***SOCIOLOGY 221a. Topics in the Sociology of Religion**

***SOCIOLOGY 221b. Topics in the Sociology of Religion**

***SOCIOLOGY 226aR. Theories in Social Psychology**

***SOCIOLOGY 227b. Group Process Seminar**

***SOCIOLOGY 228a. Themes in Sociological Theory**

SOCIOLOGY 228b. Themes in Sociological Theory

Mr. Wolff

SOCIOLOGY 230-251. Readings in Sociological Literature

230a and b. *Mr. Bittner*

243a and b. *Mr. Zola*

231a. *Mr. Miliband*

246a and b. *Ms. Hayim*

233a and b. *Mr. Fellman*

247a. *Ms. Rosenthal*

234b. *Mr. Fisher*

248a and b. *Mr. Hughes*

*238a and b. *Mr. Ross*

249a and b. *Ms. Weissberg*

239a and b. *Mr. Schwartz*

250a and b. *Ms. Fields*

240a and b. *Mr. Stein*

251a. *Ms. Rayman*

242a and b. *Mr. Wolff*

***SOCIOLOGY 254a and b. Casting and Forecasting of Medical Roles**

SOCIOLOGY 290c. Pro-Seminar

A seminar meeting once a week in which faculty members introduce their interests and research.

Required of all first year graduate students.

Messrs. Zola and Bittner

SOCIOLOGY 401-421. Dissertation Research

Independent research for the Ph.D. degree.

- | | |
|--------------------------|---------------------------|
| 401. <i>Mr. Bittner</i> | 414. <i>Mr. Wolff</i> |
| 402. <i>Mr. Miliband</i> | 415. <i>Mr. Zola</i> |
| 404. <i>Mr. Fellman</i> | 417. <i>Ms. Fields</i> |
| 405. <i>Mr. Fisher</i> | 418. <i>Ms. Hayim</i> |
| 407. <i>Mr. Hughes</i> | 419. <i>Ms. Rosenthal</i> |
| 410. <i>Mr. Ross</i> | 420. <i>Ms. Weissberg</i> |
| 411. <i>Mr. Schwartz</i> | 421. <i>Ms. Rayman</i> |
| 412. <i>Mr. Stein</i> | |

SPANISH

See Joint Program of Literary Studies (page 93).

THEATER ARTS

Objectives

The Master of Fine Arts Program in Theater Arts is designed both to train and to educate — to develop skilled craftsmen of knowledge and judgment about the art.

The curriculum offers professionally oriented training in four theatrical disciplines — *Acting, Acting/Directing, Design/Technical* and *Dramatic Writing*. The production program provides extensive practical experience for all students on and behind the stages of the three Spingold theaters, where the actors act, the directors direct, the designers design and construct, and the playwrights have the opportunity to see their accepted plays performed by casts which may include professional actors-in-residence.

Brandeis University Theater Arts Department is a member of the League of Professional Theater Training Programs.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Please note, the GRE is not required for Theater Arts admission. When applying, students must define their area of concentration: namely, acting, design/technical, or dramatic writing. Besides the standard application materials, the Department requires an audition/interview for applicants in acting, submission of a portfolio for design/technical applicants and submission of an original script (or other example of creative writing) for dramatic writing applicants. There is also an acting/directing option; see page 169 for further details.

Auditions for actors and directors are held at Brandeis and at other locations in conjunction with the League of Professional Theater Training Programs. Information about times and places for auditions, and the type of audition material to be prepared, will be furnished by the Department *after* applications have been received. Interviews for playwriting and design/technical applicants will be arranged *after* submission of application. Actors and directors are also encouraged to submit resumes and photographs.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the Graduate School by March 1 of their first year in residence.

Faculty

Professor Theodore Kazanoff, *Chairman*

Professor Howard Bay

Professor James H. Clay

Professor Martin Halpern

Professor Charles W. Moore

Visiting Professor Nola Chilton

Visiting Professor John Bush Jones

Associate Professor Muriel R. Dolan

Associate Professor Maureen Heneghan

Associate Professor Robert O. Moody

Assistant Professor Daniel Gidron

Assistant Professor Cheryl G. McFadden

Lecturer Barbara Harris

Teaching Staff: Theodore Janello, Denise Loewenguth

Degree Requirements

Master of Fine Arts

Residence Requirements. Acting: two years. Acting with Certification: three years. Acting/Directing: two years. Design/Technical: normally, three years. Playwriting: two years.

Actors normally earn the M.F.A. degree in two years. The third year option is by invitation from the faculty based on the student's superior performance during the first two years. The student may elect to accept this invitation or may decline and have the two-year M.F.A. degree conferred. The third year option includes small, specialized classes and roles on the two main stages.

Programs of Study

ACTING

Required Courses First Year:

THEATER ARTS 201. Seminar in Dramatic Theory, Method, Literature *Staff*

THEATER ARTS 203. Advanced Acting Studies: I
Messrs. Kazanoff, Gidron, Ms. Chilton

THEATER ARTS 207. Movement for the Actor: I *Ms. McFadden*

THEATER ARTS 209. Voice/Speech Studies for the Actor: I *Ms. Dolan*

THEATER ARTS 225. Production Laboratory: I *Mr. Janello*

Required Courses Second Year:

THEATER ARTS 204. Advanced Acting Studies: II
Messrs. Kazanoff, Gidron, Ms. Chilton

THEATER ARTS 208. Movement for the Actor: II *Ms. McFadden*

THEATER ARTS 210. Voice/Speech Studies for the Actor: II *Ms. Dolan*

THEATER ARTS 226. Production Laboratory: II *Mr. Janello*

Required Courses Third Year:

THEATER ARTS 301.	Advanced Acting Studies: III	<i>Mr. Kazanoff</i>
THEATER ARTS 302.	Movement for the Actor: III	<i>Ms. McFadden</i>
THEATER ARTS 303.	Voice/Speech Studies for the Actor: III	<i>Ms. Dolan</i>
THEATER ARTS 304.	Rehearsal and Performance	<i>Staff</i>
THEATER ARTS 325.	Production Laboratory: III	<i>Mr. Janello</i>

Performance Requirements:

First Year:

Emphasis on classroom work. Students are barred from performance in any production for the first half of the first term. Thereafter, they may audition for Brandeis productions. Please note as applicable to first year students the Performance Requirements stated below for second year actors.

Second Year:

All second year actors are required to audition for and play as cast in all major productions in Theater I and II, unless excused by the chairman after consultation with the director.

Third Year:

Third year students are the core actors for Theater I and II productions. They are required to play as cast in all major productions, unless excused by the chairman after consultation with the director.

Production Requirement:

All acting students are required to serve on a crew for one major department production each year (approximately 60 hours). Normally, this crew may not be for a play in which the student is also performing. Students are expected to help whenever they have time, regardless of formal credit.

ACTING/DIRECTING OPTION

Prerequisite: Acting students become eligible for this option by directing a scene or a fragment of a play after the first half of the first term of the first year, and by receiving the recommendation of the Acting/Directing Committee.

Required Courses Second Year:

***THEATER ARTS 180. Seminar in Production Concepts**

THEATER ARTS 202. Seminar in Dramatic Theory, Method, Literature *Staff*

THEATER ARTS 204. Advanced Acting Studies: II
Messrs. Kazanoff, Gidron, Ms. Chilton

THEATER ARTS 208. Movement for the Actor: II *Ms. McFadden*
or,

THEATER ARTS 210. Voice/Speech Studies for the Actor: II *Ms. Dolan*

The choice of Theater Arts 208 or 210 is to be determined by the Acting/Directing faculty.

***THEATER ARTS 213. Advanced Directing**

Production Requirements:

There are no crew requirements but stage managing is recommended. Students must play as cast when not directing. Directing assignments will be determined in consultation with Acting/Directing faculty.

DESIGN-TECHNICAL

First Year:

THEATER ARTS 201. Seminar in Dramatic Theory, Method, Literature

Prerequisite: Passing an examination administered at the beginning of the first term based on a required summer reading list. *Staff*

THEATER ARTS 211. Scenic Design: I

Mr. Bay

THEATER ARTS 214. Costume Construction

Laboratory fee: \$10.00.

Ms. Loewenguth

THEATER ARTS 217. Costume Design

Ms. Heneghan

THEATER ARTS 219. Lighting Design: I

Laboratory fee: \$5.00 per term

Ms. Harris

THEATER ARTS 221. Sketching and Rendering: I

Mr. Moody

THEATER ARTS 222. Drafting

Laboratory fee: \$10.00 per term.

Mr. Janello

THEATER ARTS 223. Scenic Painting: I

Laboratory fee: \$30.00 per term.

Mr. Moody

THEATER ARTS 225. Production Laboratory: I

Mr. Janello

THEATER ARTS 230. Life Drawing: I

Laboratory fee required.

Mr. Moody

Second Year:

THEATER ARTS 212. Scenic Design: II

Mr. Bay

THEATER ARTS 218. Advanced Costume Design

Ms. Heneghan

THEATER ARTS 220. Lighting Design: II

Laboratory fee: \$5.00 per term.

Ms. Harris

THEATER ARTS 224. Stage Mechanics

Laboratory fee: \$5.00.

Mr. Janello

THEATER ARTS 226. Production Laboratory: II

Mr. Janello

THEATER ARTS 227. Sketching and Rendering: II

Mr. Moody

THEATER ARTS 228. Scenic Painting: II

Laboratory fee: \$30.00 per term.

Mr. Moody

THEATER ARTS 231. Life Drawing: II

Laboratory fee required.

*Mr. Moody***THEATER ARTS 232. Costume Construction: II***Ms. Loewenguth**Third Year:*

Some projects in the "300" courses require laboratory fees.

THEATER ARTS 300. Independent Study*Staff***THEATER ARTS 310. Thesis Projects***Staff*

Thesis Project and Participation in Productions. The graduate design thesis is the final project in the design/technical program. It is the full presentation of projected designs for the scenery, costumes and lighting for a specific play or opera presented in portfolio form, with the emphasis depending upon the student's major field of interest — sets, lighting, or costumes. In some cases, a student's main-stage design assignments in the second or third year may constitute part of the thesis project.

All major productions are designed by graduate students. Therefore, a student may be expected to be involved in a design capacity on at least three productions during each year. In addition, students will participate on various production crews as arranged in conference with the design faculty.

DRAMATIC WRITING*First Year:***THEATER ARTS 201. Seminar in Dramatic Theory, Method, Literature** *Staff***THEATER ARTS 215. Seminar in Dramatic Writing: I** *Messrs. Halpern and Levy***THEATER ARTS 225. Production Laboratory: I** *Mr. Janello*

One elective course each semester.

*Second Year:***THEATER ARTS 202. Seminar in Dramatic Theory, Method, Literature** *Staff***THEATER ARTS 216. Seminar in Dramatic Writing: II** *Messrs. Halpern and Levy***THEATER ARTS 226. Production Laboratory: II** *Mr. Janello***THEATER ARTS 310b. Thesis Projects** *Staff*

One elective course in the first semester.

Performance and Production Requirements. Playwriting students are required to participate in the preparation of any studio, workshop, or major production of their plays mounted during the time they are in residence. They are also required to serve on two crews each year (approximately 120 hours per year). In some instances, acting in a major production may count as one crew.

University Organization

Board of Trustees

Under Massachusetts law, the 50-member Board of Trustees is the governing body of the University. There are also four faculty representatives and three student representatives to the Board who participate in Board meetings and have votes on the several committees. The Chairman of the Board of Fellows, the President of the National Women's Committee, and the President of the Alumni Association serve *ex-officio*. Alumni elect annually an Alumni Term Trustee who serves as full voting Trustee for a five-year term.

The President and the Chancellor

The President is the chief executive officer of the University. He is appointed by the Board of Trustees and is responsible for all University activities. Chancellor of the University is an honorary title held by Abram L. Sachar, whose 20 years of experience as first president of Brandeis is now utilized for the welfare of the University. The Chancellorship carries no administrative responsibilities.

Academic Deans

The Dean of Faculty supervises academic policy, undergraduate and graduate curricula, the faculty and its department of instruction.

The Dean of the College of Arts and Sciences assumes responsibility for many areas affecting the academic lives of undergraduates, including curriculum development, advisory services and the academic progress of students.

The Dean of the Graduate School of Arts and Sciences oversees the individualized programs of study for scholars, scientists and artists in 21 disciplines.

The Dean of the Florence Heller Graduate School for Advanced Studies in Social Welfare oversees the academic activities of the University's first and only professional school, and its work in such areas as health, aging, income and employment, and minorities.

The Faculty Senate

The Faculty Senate, the elected representative body of the faculty, discusses such issues as academic freedom and responsibility, University policy, appointments, tenure, dismissal and salaries.

The Board of Fellows

Created in 1951, the Board of Fellows consists of more than 450 national leaders from a broad base of business, educational and public life. Its members lend counsel, expertise and support to University development and planning programs.

The President's Council

President's Councilors are leading men and women throughout the country whose skills and experience are placed at the disposal of the Brandeis President in areas of their special competence.

National Women's Committee

The National Women's Committee, now an organization of more than 60,000 members, has been a partner with the University since 1948. This volunteer organization gives its membership a wide range of educational offerings. These include unique study group programs with syllabi provided by Brandeis faculty; adult education seminars in local communities called "University on Wheels;" and special lectures by University speakers. The 115 chapters across the country are embassies of good will for the University. The central commitment of the Women's Committee, however, is to the Brandeis University libraries. Since it was founded by eight members in Boston, it has raised more than 15 million dollars in support of the libraries.

University Libraries

From an initial 2,000 volumes housed in a remodeled stone stable in 1948, the holdings of the Goldfarb Library and the Gerstenzang Library of Science today number more than 759,000 volumes, including microtexts. The libraries boast an impressive collection of microfilm holdings, as well as periodical titles and newspapers.

Alumni Relations

The Office of Alumni Relations, located in the Gryzmish Academic Center, directs and coordinates programs and publications for all Brandeis alumni, the National Alumni Association, regional Alumni Chapters and the Alumni Fund.



The Graduate Council

The members of the Graduate Council of the Graduate School of Arts and Sciences are appointed annually by the President of the University. Members of the Graduate Council for 1978-79 are:

The President of the University *and* The Dean of the Faculty of Arts and Sciences (*ex officio*)

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*Emeritus

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Phyllis Cutler, M.S.L.S.	<i>Assistant University Librarian</i>
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Marjorie J. Hovorka, M.S.	<i>Head, Catalog Department</i>
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To Be Appointed	<i>Head, Reference Department</i>

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Dean of the College of Arts and Sciences

Robert Evans, Jr., Ph.D.

Barbara H. Palmer, M.A.

David A. Hanson, Ph.D.

Faire Goldstein, B.A.

David Gould, M.S.Ed.

Michael N. Kalafatas '65, M.A.T.

Barbara Tornow, M.A.

Margot S. Lansing, Ph.D.

Brian H. Marcus, '67, M.A.T.

Nancy G. Stoll, M.A.

Dennis E. Gonsalves, M.A.

Albert S. Axelrad, M.A.

Kathleen Gatson, M.Div.

Maurice Loiselle, M.Div.

Shelley M. Kaplan, M.A.

Lorraine S. Kennedy, M.Ed.

Harry Minor, M.S.W., M.C.P.

Gershon Winer, Ph.D.

*Dean of the College;
Associate Dean of Faculty
Associate Dean of the College
Registrar
Director, Office of International Programs
Director, Admissions and Financial Aid
Director of Admissions
Director of Financial Aid
Associate Director of Admissions
Associate Dean of the College;
Director of Student Affairs
Associate Director of Student Affairs
Assistant Director of Student Affairs
Chaplain, B'nai B'rith Hillel Foundation
Chaplain, Student Christian Association
Chaplain, Newman Club
Director, Residence Life
Director, Career Counseling
Director, Center for Educational Service
Director, Jacob Hiatt Institute in Israel*

Graduate School of Arts and Sciences

Robert J. Art, Ph.D.

*Dean of the Graduate School;
Associate Dean of Faculty
Associate Dean
Registrar*

M. Catherine Butler, M.A.

Margaret R. Holland

Florence Heller Graduate School for Advanced Studies in Social Welfare

Stuart H. Altman, Ph.D.

Michael Kaufman, Ph.D.

Robert Perlman, Ph.D.

Leonard J. Hausman, Ph.D.

Stanley S. Wallack, Ph.D.

James J. Callahan, Jr., Ph.D.

Frances Rosen

*Dean
Assistant Dean
Director, Ph.D. Program
Director, Master's Program
Director, University Health Policy Consortium
Director, Levinson Policy Institute
Registrar*

Rosenstiel Basic Medical Sciences Research Center

Haryl O. Halvorson, Ph.D.

Ray Epstein, B.S.

*Director
Assistant Director*

Office of the Vice President and University Treasurer

Lester G. Loomis, M.B.A.

Vice President and University Treasurer

Laurence J. Higgins, M.B.A., C.P.A.

University Controller

Stephen Cupp, B.B.A.

Associate Controller

Peter M. Stonberg, M.B.A.

Financial Analyst

Office of the Vice President for Administration

David F. Squire, B.A.

Vice President for Administration

Wendell C. Brooks, M.A.

Director of Security and Safety

Harriette L. Chandler, Ph.D.

Executive Director, National Women's Committee

Louis J. Ennis, M.A., M.B.A.

Director of Employee Relations and

Personnel Services

John J. Foti, P.E.

Director of Plant Operations

Robert L. Gleason, B.A.

Director of Administrative Services

J. Lawrence Jeffrey, M.S.

Director of Auxiliary Services

Office of the Vice President for Development and University Relations

Seymour Facher, B.S.

Vice President for University Development

Edwin Cohen

Director of Development

National Development Offices

Barbara L. Jordan, M.A.

Assistant to Vice President for Development

James M. McNamara

Development Controller

David J. Moskowitz, J.D.

Legal Counsel

Regional Development Offices

Nathan J. Lubofsky '58, M.A.

Regional Director, New England

Israel Nash, B.A.

Regional Director, New York

Marcia Isaacs, B.A.

Associate Regional Director, New York

George Reich

Associate Regional Director, New York

Carl Rich

Associate Regional Director, New York

Arnold Pfeffer

Regional Director, Miami

Gayle Stock, B.A.

Regional Director, Chicago

Harold M. Wenzel, M.A.

Regional Director, Los Angeles

Office of Alumni Relations

Sanford M. Lottor, M.B.A.

Director of Alumni Relations

Gladys R. Jacobson

Director of Alumni Fund

Office of the Vice President and University Secretary

David J. Steinberg, Ph.D.

Vice President and University Secretary

Carl I. Belz, Ph.D.

Director of Rose Art Museum

Office of the Vice President for Public Affairs

Amram M. Ducovny, B.A.

Vice President for Public Affairs

Julian A. Plaisted, B.A.

Assistant Director of Public Affairs

Officers of Instruction

Faculty of Arts and Sciences

Marver H. Bernstein, *President of the University*
Ph.D., Princeton University

Jack S. Goldstein, *Dean of Faculty and*
Professor of Astrophysics
Ph.D., Cornell University

Robert J. Art, *Dean of the Graduate School,*
Associate Dean of Faculty and
Christian A. Herter Associate Professor of
International Relations
Ph.D., Harvard University

Robert Evans, Jr., *Dean of the College,*
Associate Dean of Faculty and Atran
Professor of Economics
Ph.D., University of Chicago

Timothy C. Aarset, *Performing Artist-in-*
Residence (Music)
D.M.A., Stanford University

Laurence F. Abbott, *Assistant Professor*
of Physics
Ph.D., Brandeis University

Robert H. Abeles, *Aron and Imre Tauber*
Professor of Biochemistry and Molecular
Pharmacology
Ph.D., University of Colorado

Jeffrey B. Abramson, *Assistant Professor of*
Politics
Ph.D., Harvard University

Allan Adler, *Assistant Professor of*
Mathematics
Ph.D., State University of New York, Stony
Brook

Henry D. Aiken, *Charles Goldman Professor of*
Philosophy and History of Ideas
Ph.D., Harvard University

Alexander Altmann, *Professor Emeritus of*
Jewish Philosophy and History of Ideas
Ph.D., University of Berlin

Teresa M. Amabile, *Assistant Professor of*
Psychology
Ph.D., Stanford University

Allen L. Anderson, *Instructor in Music*
M.F.A., Brandeis University

Joyce Antler, *Assistant Professor of*
American Studies
Ph.D., State University of New York, Stony
Brook

Lawrence E. Arend, Jr., *Assistant Professor of*
Psychology
Ph.D., Duke University

Maurice Auslander, *Sol Kittay Professor of*
Mathematics
Ph.D., Columbia University

Asoka Bandarage, *Assistant Professor of*
Sociology
Ph.D., Yale University

Geoffrey Barraclough, *Professor of History*
M.A., Oxford University

Howard Bay, *Alan King Professor of*
Theater Arts

Carl I. Belz, *Lecturer in Fine Arts and Director,*
Rose Art Museum
Ph.D., Princeton University

James R. Bensinger, *Assistant Professor of*
Physics
Ph.D., University of Wisconsin

*****Margaret H. Bent**, *Professor of Music*
Ph.D., Cambridge University

Arthur Berger, *Irving Fine Professor of Music*
M.A., Harvard University

Stephan Berko, *William R. Kenan, Jr.,*
Professor of Physics
Ph.D., University of Virginia

David Sandler Berkowitz, *Professor of*
History
Ph.D., Harvard University

Joseph S. Berliner, *Rosen Family Professor*
of Economics
Ph.D., Harvard University

Gerald S. Bernstein, *Associate Professor of*
Fine Arts
Ph.D., University of Pennsylvania

Rudolph Binion, *Leff Families Professor of*
Modern European History
Ph.D., Columbia University

Robert H. Binstock, *Louis Stulberg Professor of*
Politics and Social Welfare
Ph.D., Harvard University

Egon Bittner, *Harry Coplan Professor in the*
Social Sciences
Ph.D., University of California, Los Angeles

***Eugene C. Black**, *Ottillie Springer Professor of*
History
Ph.D., Harvard University

Shelia R. Bland, *Instructor in African and*
Afro-American Studies
M.A., University of New Orleans

Ludovico Borgo, *Robert B. Mayer Memorial*
Professor of Fine Arts
Ph.D., Harvard University

Maureen B. Boulton, *Assistant Professor of*
French and Comparative Literature
Ph.D., University of Pennsylvania

Alain-Michel Boyer, *Lecturer in French*
Agrégé des Lettres, University of Lyon

*On Leave, Fall Term, 1979-80

***On Leave, 1979-80

- Martin Boykan**, *Professor of Music*
M.M., Yale School of Music
- Paul H. Brainard**, *Professor of Music*
Ph.D., University of Gottingen
- Naftali C. Brandwein**, *Rose B. and Joseph H. Cohen Professor of Modern Hebrew Literature*
D.R.E., Jewish Theological Seminary
- Robert Brannum**, *Lecturer with rank of Assistant Professor of Physical Education*
B.S., Michigan State University
- Yale M. Braunstein**, *Assistant Professor of Economics*
Ph.D., Stanford University
- Edgar H. Brown, Jr.**, *Jennie Sapirstein Professor of Mathematics*
Ph.D., Massachusetts Institute of Technology
- Paul L. Brown**, *Artist-in-Residence (Fine Arts)*
M.F.A., Yale School of Art and Architecture
- Seyom Brown**, *Professor of Politics*
Ph.D., University of Chicago
- Robert Bruner**, *Assistant Professor of Mathematics*
Ph.D., University of Chicago
- **David A. Buchsbaum**, *Professor of Mathematics*
Ph.D., Columbia University
- Steven L. Burg**, *Instructor in Politics*
M.A., City University of New York, Hunter College
- Ann R. Cacoulios**, *Jacob Ziskind Visiting Associate Professor of Philosophy*
Ph.D., Columbia University (Deree College, Athens)
- L. Edward Cannon, III**, *Assistant Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of Georgia
- Karl F. Canter**, *Assistant Professor of Physics*
Ph.D., Wayne State University
- Anne P. Carter**, *Fred C. Hecht Professor of International Economics*
Ph.D., Harvard University
- Donald L.D. Caspar**, *Professor of Physics and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., Yale University
- Iu-Yam Chan**, *Associate Professor of Chemistry*
Ph.D., University of Chicago
- Peter Child**, *Instructor in Music*
M.F.A., Brandeis University
- Nola A. Chilton**, *Joseph and Esther Foster Visiting Professor of Theater Arts*
(Tel Aviv University)
- Ju-hsiang Ch'uan**, *Assistant Professor of Chinese Language (History Department)*
A.B., Central Academy of Music, People's Republic of China
- Max Chrétien**, *Associate Professor of Physics*
Ph.D., University of Basel
- James H. Clay**, *Professor of Theater Arts*
Ph.D., University of Illinois
- Helen Codere**, *Professor of Anthropology*
Ph.D., Columbia University
- Carolyn Cohen**, *Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., Massachusetts Institute of Technology
- Jacob Cohen**, *Associate Professor of American Studies*
M.A., Yale University
- Jacques Cohen**, *Professor of Computer Science*
Ph.D., University of Illinois
- Saul G. Cohen**, *University Professor, Charles A. Breskin Professor of Chemistry*
Ph.D., Harvard University
- Samuel K. Cohn, Jr.**, *Assistant Professor of History*
Ph.D., Harvard University
- André M. Collard**, *Associate Professor of Spanish*
Ph.D., Harvard University
- Michael W. Coven**, *Lecturer in Physical Education*
Ed.M., Springfield College
- George L. Cowgill**, *Professor of Anthropology*
Ph.D., Harvard University
- J.V. Cunningham**, *University Professor, Paul E. Prosswimmer Professor of English and Humanities*
Ph.D., Stanford University
- Charles Cutter**, *Lecturer in Near Eastern and Judaic Studies*
Ph.D., Ohio State University
- Margaret Dalton**, *Associate Professor of Russian*
Ph.D., Harvard University
- Marvin G. Davis**, *Assistant Professor of Anthropology*
Ph.D., University of Chicago
- Corrado DeConcini**, *Visiting Assistant Professor of Mathematics*
Ph.D., Warwick University (University of Pisa)
- ***William DeJong**, *Assistant Professor of Psychology*
Ph.D., Stanford University
- John Putnam Demos**, *Professor of History*
M.A., University of California, Berkeley

**On Leave, Spring Term, 1979-80

***On leave, Spring Term, 1979-80

David J. DeRosier, *Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of Chicago

Stanley Deser, *Professor of Physics*
Ph.D., Harvard University

Adrienne S. Dey, *Adjunct Assistant Professor of Chemistry*
Ph.D., University of Pennsylvania

James R. Diggins, *Lecturer in Economics*
Ph.D., Harvard University

Patricia D. DiSilvio, *Lecturer in Italian*
Ph.D., University of North Carolina

Muriel Rita Dolan, *Associate Professor of Theater Arts*
M.F.A., Catholic University of America

F. Trenery Dolbear, Jr., *Clinton S. Darling Professor of Economics*
Ph.D., Yale University

*****Paul B. Dorain**, *Professor of Chemistry*
Ph.D., Indiana University

Emily P. Dudek, *Adjunct Associate Professor of Chemistry*
Ph.D., Radcliffe College

James E. Duffy, *Professor of Romance Literature and History*
Ph.D., Harvard University

*****David Eisenbud**, *Associate Professor of Mathematics*
Ph.D., University of Chicago

Edward Engelberg, *Professor of Comparative Literature*
Ph.D., University of Wisconsin

Robert M. Ephraim, *Assistant Professor of Mathematics*
Ph.D., Princeton University

Herman T. Epstein, *Professor of Biophysics*
Ph.D., University of Michigan

Irving R. Epstein, *Associate Professor of Chemistry*
Ph.D., Harvard University

Gerald D. Fasman, *Louis and Bessie Rosenfield Professor of Biochemistry*
Ph.D., California Institute of Technology

*****Leonard J. Fein**, *Professor of Contemporary Jewish Studies*
Ph.D., Michigan State University

Elliot J. Feldman, *Assistant Professor of Politics*
Ph.D., Massachusetts Institute of Technology

Gordon A. Fellman, *Associate Professor of Sociology*
Ph.D., Harvard University

Ronald F. Ferguson, *Instructor in African and Afro-American Studies*
B.A., Cornell University

Judith Ferster, *Assistant Professor of English*
Ph.D., Brown University

Karen E. Fields, *Assistant Professor of Sociology*
Ph.D., Brandeis University

Randall K. Filer, *Assistant Professor of Economics*
Ph.D., Princeton University

David Hackett Fischer, *Earl Warren Professor of History*
Ph.D., The Johns Hopkins University

Michael Fishbane, *Samuel Lane Associate Professor of Jewish History and Social Ethics*
Ph.D., Brandeis University

***Charles S. Fisher**, *Associate Professor of Sociology*
Ph.D., University of California, Berkeley

Philip Fisher, *Assistant Professor of English*
Ph.D., Harvard University

Marvin Fox, *Philip W. Lown Professor of Jewish Philosophy*
Ph.D., University of Chicago

Bruce M. Foxman, *Associate Professor of Chemistry*
Ph.D., Massachusetts Institute of Technology

Gregory L. Freeze, *Associate Professor of History*
Ph.D., Columbia University

Karen A. J. Freeze, *Lecturer in History*
Ph.D., Columbia University

David M. Freifelder, *Professor of Biochemistry*
Ph.D., University of Chicago

Eberhard Frey, *Associate Professor of German*
Ph.D., Cornell University

*****Lawrence H. Fuchs**, *Meyer and Walter Jaffe Professor of American Civilization and Politics*
Ph.D., Harvard University

Chandler M. Fulton, *Professor of Biology*
Ph.D., Rockefeller Institute

Joachim E. Gaehde, *Sydney and Ellen Wien Professor in the History of Art*
Ph.D., New York University

Stephen J. Gendzier, *Associate Professor of French*
Ph.D., Columbia University

Paul Gordon Georges, *Professor of Fine Arts*

Martin Gibbs, *Professor of Biology*
Ph.D., University of Illinois

*On leave, 1979-80

***On leave, Spring Term, 1979-80

Daniel Gidron, *Assistant Professor of Theater Arts*
M.F.A., Brandeis University

Michael T. Gilmore, *Associate Professor of English*
Ph.D., Harvard University

Seymour Gitin, *Adjunct Assistant Professor of Classical and Oriental Studies and Co-Director, Hiatt-ASOR archaeological semester in Israel*

M.H.L., Hebrew Union College-Jewish Institute of Religion

Nabum Norbert Glatzer, *Professor Emeritus of Jewish History and Social Ethics*
Ph.D., University of Frankfurt

Ariella D. Goldberg, *Adjunct Associate Professor in Near Eastern and Judaic Studies and Director, Hebrew Language Program*
Ph.D., Brandeis University

Susan Goldberg, *Assistant Professor of Psychology*
Ph.D., University of Massachusetts, Amherst

Sidney Golden, *Henry F. Fishbach Professor of Chemistry*
Ph.D., Harvard University

Maynard Goldman, *Performing Artist-in-Residence (Music)*
B.Mus., Boston University

William M. Goldsmith, *Associate Professor of American Studies*
Ph.D., Columbia University

D. Neil Gomberg, *Instructor in Anthropology*
M.A., University of Michigan

Cyrus H. Gordon, *Professor Emeritus of Mediterranean Studies*
Ph.D., University of Pennsylvania

Robert S. Greenberg, *Associate Professor of Philosophy*
Ph.D., University of Chicago

Aaron David Gresson, III, *Assistant Professor of African and Afro-American Studies*
Ph.D., Pennsylvania State University

***Jane B. Grimshaw**, *Assistant Professor of Linguistics*
Ph.D., University of Massachusetts, Amherst

Peter Grippe, *Lester and Joan Avnet Professor of Sculpture*

Marcus T. Grisar, *Professor of Physics*
Ph.D., Princeton University

Eugene P. Gross, *Edward and Gertrude Swartz Professor of Theoretical Physics*
Ph.D., Princeton University

Allen R. Grossman, *Professor of English*
Ph.D., Brandeis University

****Ernest Grunwald**, *Professor of Chemistry*
Ph.D., University of California, Los Angeles

Mildred Guberman, *Lecturer in Jewish Communal Service*
M.S.W., Columbia University

***James E. Haber**, *Associate Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of California, Berkeley

****Robert Hahn**, *Assistant Professor of Philosophy*
Ph.D., Yale University

Jeffrey C. Hall, *Associate Professor of Biology*
Ph.D., University of Wisconsin

Benjamin Halpern, *Richard Koret Professor of Near Eastern Studies*
Ph.D., Harvard University

Martin Halpern, *Samuel and Sylvia Schulman Professor of Theater Arts*
Ph.D., Harvard University

****Harlyn O. Halvorson**, *Professor of Biology and Director, Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of Illinois

Eugenia Hanfmann, *Professor Emerita of Psychology*
Ph.D., University of Jena

David A. Hanson, *Lecturer with rank of Assistant Professor of Russian*
Ph.D., Harvard University

Barbara A. Harris, *Lecturer in Theater Arts*
M.F.A., Yale School of Drama

Michael Harris, *Assistant Professor of Mathematics*
Ph.D., Harvard University

Victor Harris, *Professor Emeritus of English*
Ph.D., University of Chicago

Erica Harth, *Associate Professor of French and Comparative Literature*
Ph.D., Columbia University

Gila J. Hayim, *Assistant Professor of Sociology*
Ph.D., University of Pennsylvania

***Peter Heller**, *Professor of Physics*
Ph.D., Harvard University

Michael J. Henchman, *Associate Professor of Chemistry*
Ph.D., Yale University

Kittredge Henchman-Locke, *Adjunct Instructor in the Teaching of English as a Foreign Language*
B.A., Smith College

James B. Hendrickson, *Professor of Chemistry*
Ph.D., Harvard University

Maureen Heneghan, *Associate Professor of Costume Design*

Lynna Hereford, *Adjunct Assistant Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., Yale University

*On leave, 1979-80

**On leave, Fall Term, 1979-80

Maurice Hershenson, *George and Frances Levin Associate Professor of Psychology*
Ph.D., Yale University

Donald Hindley, *Professor of Politics*
Ph.D., Australian National University

****Milton Hindus**, *Edythe Macy Gross Professor of Humanities*
M.S., City College of New York

***Hyun Höchsmann**, *Assistant Professor of Philosophy*
Ph.D., University of London

Thomas C. Hollocher, Jr., *Associate Professor of Biochemistry*
Ph.D., University of Rochester

Jen-Shiang Hong, *Assistant Professor of Biochemistry*
Ph.D., University of California, Berkeley

David M. Hoose, *Instructor in Music*
B.M., Oberlin College Conservatory of Music

Benjamin B. Hoover, *Professor of English*
Ph.D., University of California, Berkeley

Judith A. Houde, *Lecturer in Physical Education*
M.S.Ed., University of Tennessee

Everett C. Hughes, *Professor Emeritus of Sociology*
Ph.D., University of Chicago

Mark L. Hulliung, *Associate Professor of Politics*
Ph.D., Harvard University

Robert C. Hunt, *Associate Professor of Anthropology*
Ph.D., Northwestern University

Kiyoshi Igusa, *Assistant Professor of Mathematics*
Ph.D., Princeton University

Thomas Igen, *Assistant Professor of Politics*
Ph.D., University of California, Santa Barbara

David J. Ingle, *Visiting Associate Professor of Psychology*
Ph.D., University of Chicago

Judith T. Irvine, *Associate Professor of Anthropology*
Ph.D., University of Pennsylvania

John W. Irving, *Fannie Hurst Visiting Professor of English*
M.F.A., University of Iowa

Ronald S. Irving, *Assistant Professor of Mathematics*
Ph.D., Massachusetts Institute of Technology

Alfred L. Ivry, *Walter Stern Hilborn Professor of Judaic Studies*
D. Phil., Oxford University

Ray S. Jackendoff, *Professor of Linguistics*
Ph.D., Massachusetts Institute of Technology

David Jacobson, *Associate Professor of Anthropology*
Ph.D., University of Rochester

Frank R. Jacoby, *Lecturer in German*
Ph.D., Columbia University

Pierre-Yves Jacopin, *Lecturer in Anthropology*
Dipl., Sorbonne University

William P. Jencks, *Gyula and Katica Tauber Professor of Biochemistry and Molecular Pharmacodynamics*
M.D., Harvard University

Leon A. Jick, *Helen and Irving Schneider Associate Professor of American Jewish Studies*
Ph.D., Columbia University

William A. Johnson, *Albert V. Danielsen Professor of Philosophy and Christian Thought*
Ph.D., Columbia University

Patricia A. Johnston, *Assistant Professor of Classical and Oriental Studies*
Ph.D., University of California, Berkeley

John Bush Jones, *Fannie Hurst Visiting Professor of Dramatic Literature*
Ph.D., Northwestern University (University of Kansas)

M. P. Funmilayo Jones, *Lecturer in African and Afro-American Studies*
M.S.W., University of Illinois

Robert C. Jones, *Lecturer in African and Afro-American Studies*
B.A., Brandeis University

Peter C. Jordan, *Associate Professor of Chemistry*
Ph.D., Yale University

George Joseph, *Assistant Professor of French*
Ph.D., Indiana University

Lisel K. Judge, *Professor of Physical Education*
M.Ed., Northeastern University

*****Donald N. Kaiser**, *Assistant Professor of Psychology*
Ph.D., Ohio State University

David Kaplan, *Professor of Anthropology*
Ph.D., University of Michigan

Edward K. Kaplan, *Assistant Professor of French*
Ph.D., Columbia University

Kathleen M. Karrer, *Assistant Professor of Biology*
Ph.D., Yale University

Walter Kasell, *Assistant Professor of French and Comparative Literature*
Ph.D., Cornell University

*On leave, 1979-80

**On leave, Fall Term, 1979-80

***On leave, Spring Term, 1979-80

Aaron L. Katchen, *Instructor in Near Eastern and Judaic Studies*
A.B., Brooklyn College

Fredric M. Katz, *Instructor in Philosophy*
B.S., Massachusetts Institute of Technology

Theodore L. Kazanoff, *Professor of Theater Arts*
M.A., Smith College

Ashenafi Kebede, *Assistant Professor of Music and African and Afro-American Studies*
Ph.D., Wesleyan University

*****Philip M. Keehn**, *Associate Professor of Chemistry*
Ph.D., Yale University

Allan R. Keiler, *Assistant Professor of Music*
Ph.D., (Linguistics) Harvard University

Morton Keller, *Samuel J. and Augusta Spector Professor of History*
Ph.D., Harvard University

Robert J. Kelley, Jr., *Lecturer in Physical Education*
M.B.A., Babson College

Albert Kelner, *Abraham S. and Gertrude Burg Professor of Microbiology*
Ph.D., University of Pennsylvania

****Alexander Keyssar**, *Assistant Professor of History*
Ph.D., Harvard University

Reuven R. Kimelman, *Assistant Professor of Near Eastern and Judaic Studies*
Ph.D., Yale University

Lawrence E. Kirsch, *Associate Professor of Physics and Director, Feldberg Computer Center*
Ph.D., Rutgers University

Attila O. Klein, *Associate Professor of Biology*
Ph.D., Indiana University

Karen Wilk Klein, *Associate Professor of English*
Ph.D., Columbia University

***Raymond Knight**, *Associate Professor of Psychology*
Ph.D., University of Minnesota

Robert Lincoln Koff, *Professor of Music and Artist-in-Residence*
B.Mus., Oberlin College

Rosalind Koff, *Artist-in-Residence (Music)*

Barbara Kreiger, *Lecturer in English*
Ph.D., Brandeis University

Miroslav Krek, *Lecturer in Bibliography*
M.L.S., University of Chicago

*****Samuel Krislov**, *Professor of Politics*
Ph.D., Princeton University

Kenneth Kustin, *Professor of Chemistry*
Ph.D., University of Minnesota

James R. Lackner, *Meshulam and Judith Riklis Professor of Psychology*
Ph.D., Massachusetts Institute of Technology

***Robert V. Lange**, *Associate Professor of Physics*
Ph.D., Harvard University

****Richard H. Lansing**, *Associate Professor of Italian and Comparative Literature*
Ph.D., University of California, Berkeley

Lorraine Ledford, *Lecturer in Spanish*
M.A., Harvard University

Judy Lee, *Lecturer in English*
M.A., Northeastern University

Alan Lechuk, *Writer-in-Residence (English)*
Ph.D., Stanford University

*****Christopher Leman**, *Assistant Professor of Politics*
Ph.D., Harvard University

Max Lerner, *Professor Emeritus of American Civilization and Institutions*
Ph.D., Robert Brookings Graduate School

Martin A. Levin, *Associate Professor of Politics*
Ph.D., Harvard University

Harold I. Levine, *Professor of Mathematics*
Ph.D., University of Chicago

Jerome P. Levine, *Professor of Mathematics*
Ph.D., Princeton University

Lawrence Levine, *Professor of Biochemistry*
Sc.D., The Johns Hopkins University
(American Cancer Society Professorship)

Norman E. Levine, *Associate Professor of Physical Education*
B.S., Bates College

****Alan I. Levitan**, *Associate Professor of English*
Ph.D., Princeton University

Avigdor Levy, *Associate Professor of Near Eastern and Judaic Studies*
Ph.D., Harvard University

Denah L. Lida, *Professor of Spanish*
Ph.D., University of Mexico

Blanche G. Linden, *Instructor in American Studies*
M.A., University of Cincinnati

Henry Linschitz, *Helena Rubinstein Professor of Chemistry*
Ph.D., Duke University

Alexander Lipson, *Lecturer in Russian*
M.A., University of Chicago

John E. Lisman, *Assistant Professor of Biology*
Ph.D., Massachusetts Institute of Technology

Elaine P. Loeffler, *Associate Professor of Fine Arts*
B.A., Smith College

*On leave, 1979-80

**On leave, Fall Term, 1979-80

***On leave, Spring Term, 1979-80

Jonathan Loesberg, *Lecturer with rank of Assistant Professor of English*
Ph.D., Cornell University

John M. Lowenstein, *Helena Rubinstein Professor of Biochemistry*
Ph.D., London University

Susan Lowey, *Professor of Biochemistry and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., Yale University

George Lukas, *Lecturer in Physics*
Ph.D., Brandeis University

Roy C. Macridis, *Lawrence A. Wien Professor of International Cooperation*
Ph.D., Harvard University

Donald L. Maddox, *Assistant Professor of Romance Literature*
Ph.D., Duke University
(On the Andrew Mellon Foundation)

Robert J. Maeda, *Associate Professor of Fine Arts*
Ph.D., Harvard University

Joan M. Maling, *Assistant Professor of Linguistics*
Ph.D., Massachusetts Institute of Technology

Robert A. Manners, *Ralph Levitz Professor of Social Anthropology*
Ph.D., Columbia University

Frank E. Manuel, *Alfred and Viola Hart University Professor*
Ph.D., Harvard University

Eve E. Marder, *Assistant Professor of Biology*
Ph.D., University of California, San Diego

Teruhisa Matsusaka, *Irving Schneider Professor of Mathematics*
D.Sc., Kyoto University

John F. Matthews, *Max Richter Professor of American Civilization and Institutions*
A.B., University of Cincinnati

Alan L. Mayer, *Professor of Mathematics*
Ph.D., Princeton University

Leslie Ann McArthur, *Associate Professor of Psychology*
Ph.D., Yale University

****Cheryl G. McFadden**, *Assistant Professor of Theater Arts*
B.A., Brandeis University

James B. Merod, *Assistant Professor of English and American Literature*
Ph.D., Stanford University

Robert B. Meyer, *Associate Professor of Physics*
Ph.D., Harvard University

Marvin Meyers, *Harry S. Truman Professor of American Civilization*
Ph.D., Columbia University

Ralph Miliband, *Ziskind Visiting Professor of Sociology*
Ph.D., London School of Economics
(University of Leeds)

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Ph.D., University of Pennsylvania

Izchak Miller, *Instructor in Philosophy*
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Mitchell L. Model, *Assistant Professor of Physics and Computer Science*
Ph.D., Stanford University

*****Paul H. Monsky**, *Professor of Mathematics*
Ph.D., University of Chicago

Robert O. Moody, Jr., *Associate Professor of Theater Arts*

*****Charles W. Moore**, *Professor of Theater Arts*
M.F.A., Yale University

Ricardo B. Morant, *Minnie and Harold L. Fierman Professor of Psychology*
Ph.D., Clark University

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Ph.D., Oxford University

Martha A. Morrison, *Assistant Professor of Classical and Oriental Studies*
Ph.D., Brandeis University

Leonard C. Muellner, *Associate Professor of Classical and Oriental Studies*
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Ph.D., Harvard University

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Joan L. Nissman, *Assistant Professor of Fine Arts*
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Ph.D., Brandeis University

Edward C. Nowacki, *Instructor in Music*
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Wellington W. Nyangoni, *Associate Professor of African and Afro-American Studies*
Ph.D., Howard University

Thomas P. O'Connell, *Assistant Professor of Physical Education*
M.Ed., Suffolk University

***Susan Moller Okin**, *Assistant Professor of Politics*
Ph.D., Harvard University

*On leave, 1979-80

**On leave, Fall Term, 1979-80

***On leave, Spring Term, 1979-80

James D. Olesen, *Associate Professor of Music*
B.A., University of Chicago

****Richard J. Onorato**, *Associate Professor of English*
Ph.D., Harvard University

Gary R. Orren, *Associate Professor of Politics*
Ph.D., Harvard University

Richard S. Palais, *Professor of Mathematics*
Ph.D., Harvard University

Hugh N. Pendleton, III, *Professor of Physics*
Ph.D., Carnegie Institute of Technology

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Conrad Pope, *Assistant Professor of Music*
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William M. Porter, *Assistant Professor of Classical and Oriental Studies*
Ph.D., Boston University
(On the Mellon Foundation)

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Frank Templeton Prince, *Fannie Hurst Visiting Professor of English*
M.A., Oxford University

Lawrence B. Pulley, *Instructor in Economics*
B.A., College of William and Mary

Judith Rauchwarger, *Assistant Professor of Spanish*
Ph.D., University of Michigan

****Benjamin C.I. Ravid**, *Jennie and Mayer Weisman Associate Professor of Jewish History*
Ph.D., Harvard University

Esther E. Rawidowicz, *Assistant Professor Emerita of German*
Ph.D., University of Berlin

****Paula Rayman**, *Assistant Professor of Sociology*
Ph.D., Boston College

Alfred G. Redfield, *Professor of Physics and Biochemistry and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of Illinois

Bernard Reisman, *Associate Professor of American Jewish Communal Studies and Director, Hornstein Program*
Ph.D., Brandeis University

Margret E. Rey, *Adjunct Professor of English*
Daniel J. Richards, *Instructor in Economics*
M. Phil., Yale University

Christine Riedtmann, *Visiting Assistant Professor of Mathematics*
Ph.D., University of Zurich

Joshua Rifkin, *Associate Professor of Music*
M.F.A., Princeton University

***David H. Roberts**, *Assistant Professor of Astrophysics*
Ph.D., Stanford University

*****Marguerite S. Robinson**, *Professor of Anthropology*
Ph.D., Harvard University

Charles Rockland, *Assistant Professor of Mathematics*
Ph.D., Princeton University

Nicholas Rodis, *Professor of Physical Education*
Ed.M., American International College

James A. Rondeau, *Instructor in Physical Education*
M.Ed., Boston University

Dov Ronen, *Visiting Associate Professor of Politics*
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(Harvard University)

Michael Rosbash, *Assistant Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
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****Myron Rosenblum**, *Professor of Chemistry*
Ph.D., Harvard University

****Kristine M. Rosenthal**, *Assistant Professor of Sociology*
Ed.D., Harvard University

*****George W. Ross**, *Associate Professor of Sociology*
Ph.D., Harvard University

Harry L. Rosser, *Assistant Professor of Spanish*
Ph.D., University of North Carolina

Joshua Rothenberg, *Jacob D. Berg Associate Professor of Near Eastern and Judaic Studies*
M.A., Rutgers University

Zick Rubin, *Louis and Frances Salvage Professor of Social Psychology*
Ph.D., University of Michigan

Murray Sachs, *Professor of French*
Ph.D., Columbia University

I. Milton Sacks, *Morris Hillquit Professor of Labor and Social Thought*
Ph.D., Yale University

Benson Saler, *Associate Professor of Anthropology*
Ph.D., University of Pennsylvania

*On leave, 1979-80

**On leave, Fall Term, 1979-80

***On leave, Spring Term, 1979-80

- Nahum M. Sarna**, *Dora Golding Professor of Biblical Studies*
Ph.D., Dropsie College
- Jerome A. Schiff**, *Abraham and Etta Goodman Professor of Biology*
Ph.D., University of Pennsylvania
- Robert F. Schleif**, *Associate Professor of Biochemistry*
Ph.D., University of California, Berkeley
- Naomi B. Schmidt**, *Instructor in Physics*
Ph.D., Columbia University
- Howard J. Schnitzer**, *Professor of Physics*
Ph.D., University of Rochester
- John E. Schrecker**, *Associate Professor of History*
Ph.D., Harvard University
- Stephen A. Schuker**, *Associate Professor of History*
Ph.D., Harvard University
- *Barney K. Schwalberg**, *Associate Professor of Economics*
Ph.D., Harvard University
- Lawrence M. Schwartz**, *Associate Professor of Physics*
Ph.D., Harvard University
- Morris S. Schwartz**, *Mortimer Gryzmish Professor of Human Relations*
Ph.D., University of Chicago
- Gerald W. Schwarz**, *Associate Professor of Mathematics*
Ph.D., Massachusetts Institute of Technology
- Silvan S. Schweber**, *Professor of Physics*
Ph.D., Princeton University
- Nancy J. Scott**, *Assistant Professor of Fine Arts*
Ph.D., New York University
- Harold S. Shapiro**, *Walter W. Naumburg Professor of Music*
A.B., Harvard University
- Seymour J. Shifrin**, *Professor of Music*
M.A., Columbia University
- ***Marianne L. Simmel**, *Adjunct Professor of Psychology*
Ph.D., Harvard University
- Frank Sinclair**, *Adjunct Assistant Professor of Physics*
Ph.D., London University
- Carmen J. Sirianni**, *Visiting Assistant Professor of Sociology*
Ph.D., State University of New York-Binghamton
- Marshall Sklare**, *Klutznick Family Professor of Contemporary Jewish Studies and Sociology*
Ph.D., Columbia University
- John H. Smith**, *Professor of English*
Ph.D., University of Illinois
- Kevin H. Smith**, *Adjunct Professor of Film A.B., University of Washington*
(On the Sam Spiegel Foundation in Cinematography)
- Está B. Sofman**, *Lecturer in English*
M.A., Fairleigh Dickinson University
- Frederic T. Sommers**, *Harry A. Wolfson Professor of Philosophy*
Ph.D., Columbia University
- Morris Soodak**, *Associate Professor of Biochemistry*
Ph.D., Fordham University
- Susan Staves**, *Associate Professor of English*
Ph.D., University of Virginia
- Colin Steel**, *Professor of Chemistry*
Ph.D., Edinburgh University
- Maurice R. Stein**, *Jacob S. Potofsky Professor of Sociology*
Ph.D., Columbia University
- David Joel Steinberg**, *Adjunct Professor of History*
Ph.D., Harvard University
- Robert Stevenson**, *Professor of Chemistry*
D.Sc., Glasgow University
- *Douglas J. Stewart**, *Professor of Classical and Oriental Studies*
Ph.D., Cornell University
- Robert D. Stout**, *Assistant Professor of Biology and Rosenstiel Basic Medical Sciences Research Center*
Ph.D., University of Michigan
- Louis S. Stuhl**, *Assistant Professor of Chemistry*
Ph.D., Cornell University
- Edith V. Sullivan**, *Visiting Assistant Professor of Psychology*
Ph.D., University of Connecticut
- Mary E. Sullivan**, *Lecturer in Physical Education*
B.S., Boston State College
- Peter Swiggart**, *Professor of English*
Ph.D., Yale University
- Marie Syrkin**, *Professor Emerita of Humanities*
M.A., Cornell University
- **Andrew G. Szent-Gyorgyi**, *Professor of Biology*
M.D., University of Budapest
- Robert Szulkin**, *Associate Professor of Russian*
Ph.D., Harvard University
- Duane R. Taylor**, *Assistant Professor of African and Afro-American Studies*
Ph.D., Brandeis University
- **Ralph Thaxton**, *Assistant Professor of Politics*
Ph.D., University of Wisconsin
- Serge N. Timasheff**, *Professor of Biochemistry*
Ph.D., Fordham University

*On leave, 1979-80

**On leave, Fall Term, 1979-80

***On leave, Spring Term, 1979-80

Caldwell Titcomb, *Professor of Music*
Ph.D., Harvard University

Ian A. Todd, *Associate Professor of Classical
and Oriental Studies*
Ph.D., University of Birmingham

Saul Touster, *Lecturer in Legal Studies*
J.D., Harvard University

John T. Townsend, *Visiting Professor of Near
Eastern and Judaic Studies*
Th.D., Harvard University

Judith Ebel Tsipis, *Adjunct Assistant Professor
of Biology*
Ph.D., Massachusetts Institute of Technology

Thomas R. Tuttle, Jr., *Associate Professor of
Chemistry*
Ph.D., Washington University

Milton I. Vanger, *Professor of History*
Ph.D., Harvard University

John van Heijenoort, *Professor Emeritus of
Philosophy*
Ph.D., New York University

Helen Van Vunakis, *Professor of Biochemistry*
Ph.D., Columbia University

Cheryl L. Walker, *Instructor in Classical and
Oriental Studies*
M.A., University of North Carolina

Lawrence J. Wagh, *Assistant Professor of
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Ph.D., Rockefeller University

Aileen Ward, *Professor of English*
Ph.D., Radcliffe College

John F.C. Wardle, *Associate Professor of
Astrophysics*
Ph.D., University of Manchester

Malcolm W. Watson, *Assistant Professor of
Psychology*
Ph.D., University of Denver

Richard S. Weckstein, *Carl Marks Professor of
International Trade and Finance*
Ph.D., Yale University

Charlotte Weissberg, *Assistant Professor of
Sociology*
Ph.D., University of Chicago

Morris Weitz, *Richard Koret Professor of
Philosophy*
Ph.D., University of Michigan

Herman F. Wellenstein, *Associate Professor of
Physics*
Ph.D., University of Texas

Pieter C. Wensink, *Assistant Professor of
Biochemistry and Rosenstiel Basic Medical
Sciences Research Center*
Ph.D., The Johns Hopkins University

Kalpana P. White, *Assistant Professor of Biology*
Ph.D., Princeton University

Stephen J. Whitfield, *Associate Professor of
American Studies*
Ph.D., Brandeis University

Brenda Ann Wiechmann, *Lecturer in Physical
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Gershon Winer, *Adjunct Professor of Near
Eastern and Judaic Studies and Director,
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D. Phil., Oxford University

Peter D. Witt, *Lecturer in American Studies
and Director, Education Program*
Ed.D., Harvard University

Jerome Wodinsky, *Associate Professor of
Psychology*
Ph.D., University of Texas

Kurt H. Wolff, *Manuel Yellen Professor of
Social Relations*
Ph.D., University of Florence

Peter Woll, *Professor of Politics*
Ph.D., Cornell University

David Wong, *Assistant Professor of Philosophy*
Ph.D., Princeton University

Jonathan S. Woocher, *Assistant Professor of
Jewish Communal Service*
Ph.D., Temple University

Richard Yanowitz, *Assistant Professor of
English*
Ph.D., University of California-Berkeley
(on the Mellon Foundation)

****Luis E. Yglesias**, *Associate Professor of
Spanish*
Ph.D., Harvard University

Charles Y. Young, *Assistant Professor of Physics*
Ph.D., Harvard University

Dwight W. Young, *Professor of Ancient Near
Eastern Civilization*
Ph.D., Dropsie College

Louis V. Zabkar, *Joseph and Esther Foster
Professor of Classical and Oriental Studies*
Ph.D., University of Chicago

Judith Francis Zeitlin, *Assistant Professor of
Anthropology*
Ph.D., Yale University

Robert N. Zeitlin, *Assistant Professor of
Anthropology*
Ph.D., Yale University

Harry Zohn, *Professor of German*
Ph.D., Harvard University

Irving K. Zola, *Professor of Sociology*
Ph.D., Harvard University

James A. Zotz, *Instructor in Physical Education*
M.Ed., Springfield College

****On leave, Fall Term, 1979-80**

Jacob Hiatt Institute

Gershon Winer, Ph.D., *Adjunct Professor of Near Eastern and Judaic Studies, Brandeis University*

Director, Hiatt Institute

Edna Aphek, D.H.L.
Director of Hebrew Studies

Benjamin Akzin, Ph.D., *Professor Emeritus of Politics, Hebrew University*
Visiting Professor in Politics

Rivka Gonen, M.S., *Lecturer in Archaeology, Haifa University*
Visiting Lecturer in Archaeology

Abraham Halkin, Ph.D., *Professor Emeritus of History, City University of New York*
Visiting Professor of Jewish History

Paul Mendes-Flohr, Ph.D., *Lecturer in Jewish Thought, Hebrew University*
Visiting Lecturer in Jewish History

Shalva Weil Reich, Ph.D., *Lecturer in Sociology, Hebrew University*
Visiting Lecturer in Sociology

Ezra Spicehandler, Ph.D., *Professor of Hebrew Literature, Hebrew Union College-Jewish Institute of Religion*
Visiting Professor of Hebrew Literature

Florence Heller Graduate School for Advanced Studies in Social Welfare

Stuart H. Altman, Dean and Professor
Ph.D., University of California, Los Angeles

Ralph E. Berry, Jr., *Visiting Professor of Health Policy*
Ph.D., Harvard University

Robert H. Binstock, Louis Stulberg Professor of Politics and Social Welfare
Ph.D., Harvard University

Gordon Chase, Lecturer in Human Services Management
A.B., Harvard University

Richard A. Cloward, Visiting Professor
Ph.D., Columbia University
(Columbia University)

Henry Cutter, Adjunct Associate Professor
Ph.D., Boston University

Gunnar Dybwad, Professor Emeritus of Human Development
J.D., University of Halle

Barry L. Friedman, Lecturer with rank of Assistant Professor
Ph.D., Massachusetts Institute of Technology

Janet Z. Giele, Lecturer in Family Policy
Ph.D., Radcliffe College

David G. Gil, Professor of Social Policy
D.S.W., University of Pennsylvania

Robert G. Gilbertson, Adjunct Lecturer
Ph.D., Stanford University

Arnold Gurin, Maurice B. Hexter Professor of Social Administration
Ph.D., University of Michigan

Leonard J. Hausman, Associate Professor of Economics
Ph.D., University of Wisconsin

Robert B. Hudson, Lecturer with rank of Assistant Professor of Politics and Social Welfare
Ph.D., University of North Carolina

Kenneth J. Jones, John Stein Professor of Human Rehabilitation
Ed.D., Harvard University

Wyatt C. Jones, Professor of Social Research
Ph.D., New York University

*****Lorraine V. Klerman, Associate Professor of Public Health**
D.P.H., Harvard University

Albert L. Kramer, Adjunct Lecturer in Human Services Management
L.L.B., Boston University

Norman R. Kurtz, Associate Professor of Social Research
Ph.D., University of Colorado

David B. Lipsky, Adjunct Lecturer in Human Services Management
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Ann E. MacEachron, Assistant Professor of Human Development
(On the Gingold Foundation)
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Robert Morris, Professor Emeritus of Social Planning
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Robert Perlman, Professor of Social Welfare
Ph.D., Brandeis University, Heller Graduate School

Alan P. Sager, Assistant Professor for Urban and Health Planning
Ph.D., Massachusetts Institute of Technology

Charles I. Schottland, Joseph M. Proskauer Professor Emeritus of Law and Social Welfare
Certificate, Graduate School of Jewish Social Work and New York School of Social Work

James H. Schulz, Professor of Welfare Economics
Ph.D., Yale University

John F. Scott, Adjunct Associate Professor of Social Research
Ph.D., Brandeis University, Heller Graduate School

Violet M. Sieder, Professor Emerita of Community Organization
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John P. Spiegel, Professor Emeritus of Social Psychiatry
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***On leave, Spring Term, 1979-80

Roland Warren, *Lester and Alfred Morse Professor of Urban Studies*
Ph.D., Heidelberg University

David Young, *Adjunct Lecturer in Human Services Management*
Ph.D., Howard University

Senior Research Staff

Rosalind C. Barnett, *Senior Research Associate and Adjunct Lecturer*
Ph.D., Harvard University

Grace Baruch, *Senior Research Associate and Adjunct Lecturer*
Ph.D., Bryn Mawr College

James J. Callahan, Jr., *Senior Research Associate; Director, Levinson Policy Institute and Adjunct Lecturer*
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Stanley S. Wallack, *Senior Research Associate; Director, Health Policy Analysis and Research Center and Adjunct Lecturer*
Ph.D., Washington University

Irving K. Zola, *Professor of Sociology*
Ph.D., Harvard University

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Stuart H. Altman, *Professor and Dean of the Heller School*
Institute of Medicine, National Academy of Sciences

Alexander Altmann, *Professor Emeritus of Jewish Philosophy and History of Ideas*
Fellow, Mediaeval Academy of America

Margaret Bent, *Professor of Music*
Board of Directors, American Musicological Society; Director, NEH Summer Seminar

Arthur Berger, *Irving Fine Professor of Music*
ASCAP Composer Award (American Society for Composers, Authors and Publishers)

Stephan Berko, *William R. Kenan, Jr., Professor of Physics*
American Academy of Arts and Sciences

Seyom Brown, *Professor of Politics*
Harold & Margaret Sprout Award, International Studies Association

Stanley Deser, *Professor of Physics*
American Academy of Arts and Sciences

David Hackett Fischer, *Earl Warren Professor of History*
Director, NEH Summer Seminar

Lawrence H. Fuchs, *Meyer and Walter Jaffe Professor of American Civilization and Politics*
Director, U.S. Select Commission on Immigration and Refugee Policy

Jane B. Grimshaw, *Assistant Professor of Linguistics*
Sloan Fellowship

Harlyn O. Halvorson, *Professor of Biology and Director, Rosenstiel Basic Medical Sciences Research Center*

Fogarty Senior International Fellowship

Leon A. Jick, *Helen and Irving Schneider Associate Professor of American Jewish Studies*

Honorary D.D., Hebrew Union College-Jewish Institute of Religion

Philip M. Keehn, *Associate Professor of Chemistry*
Sir Isaac Wolfson Visiting Professorship in Israel

Samuel Krislov, *Professor of Politics*
Guggenheim Fellowship

Frank E. Manuel, *Alfred and Viola Hart University Professor*
Honorary Litt.D., Jewish Theological Seminary of America

Ruth Schachter Morgenthau, *Adlai E. Stevenson Professor of International Politics*
National Board, American Political Science Association; Member, U.S. Delegation, U.N. Commission for Social Development

Thomas P. O'Connell, *Assistant Professor of Physical Education*
Massachusetts Baseball Coaches Hall of Fame

Alfred G. Redfield, *Professor of Physics and Biochemistry & Rosenstiel Basic Medical Sciences Research Center*
National Academy of Sciences

Marguerite S. Robinson, *Professor of Anthropology*
Associate Fellow, Harvard Institute of International Development; Executive Committee, Board of Trustees, American Institute of Indian Studies

Harold S. Shapero, *Walter N. Naumburg Professor of Music*
ASCAP Composer Award (American Society for Composers, Authors and Publishers)

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Correspondence Directory

Admission to Undergraduate College:

DIRECTOR OF ADMISSIONS

Graduate School Admission and Financial Aid Information:

DEAN, GRADUATE SCHOOL OF ARTS AND SCIENCES

Admission to the Heller School:

**DEAN, FLORENCE HELLER GRADUATE SCHOOL
FOR ADVANCED STUDIES IN SOCIAL WELFARE**

Scholarship Applications:

DIRECTOR OF FINANCIAL AID

Establishment of Grants and Bequests:

VICE PRESIDENT FOR DEVELOPMENT AND UNIVERSITY RELATIONS

Adult Education, Summer School:

DIRECTOR OF CONTINUING STUDIES

Alumni Relations:

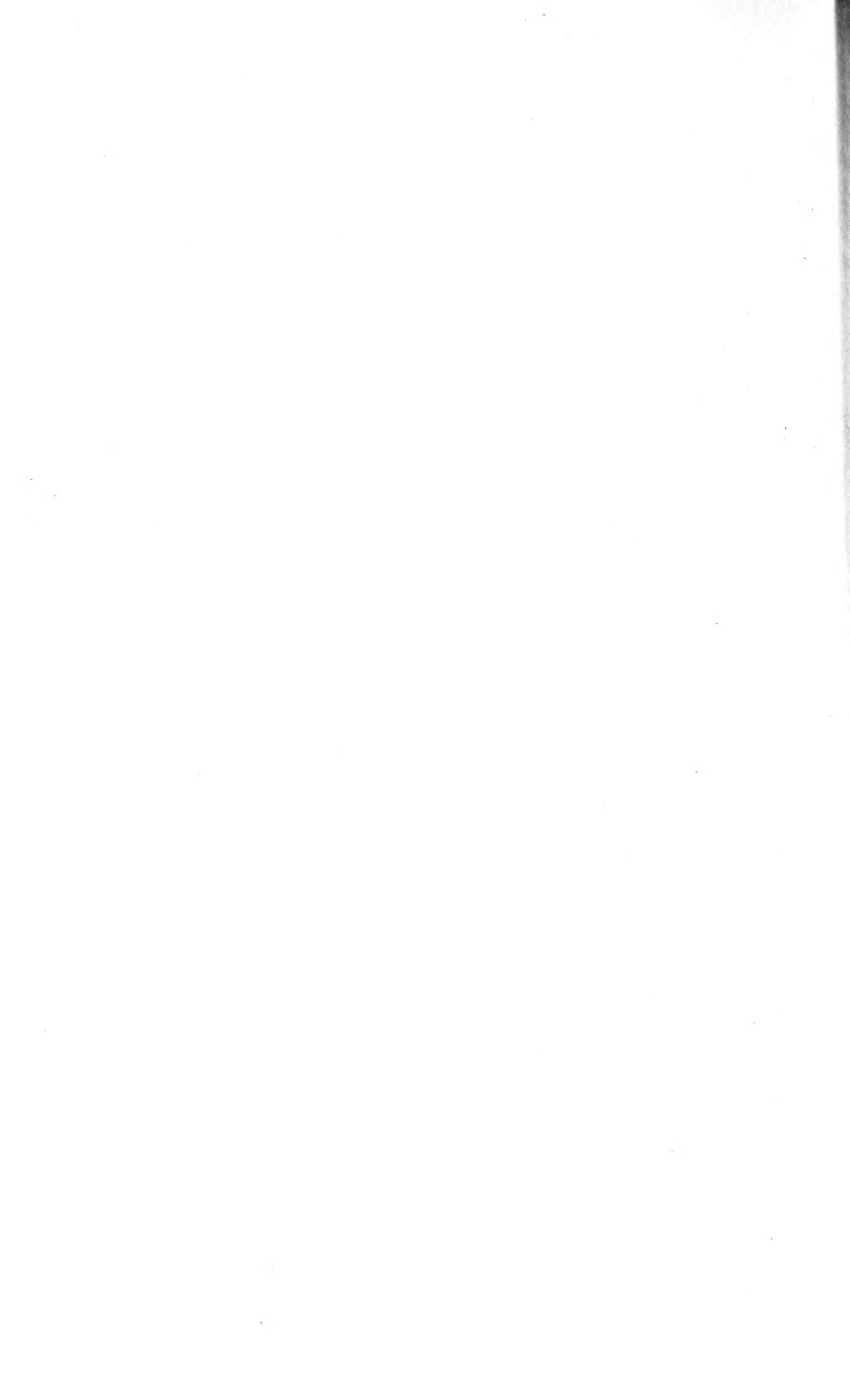
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